



Kentucky Department  
of Education

## KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

**Gene Wilhoit, Commissioner of Education**

During the spring of the 2001-2002 school year, end-of-primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

## SPRING 2002 KENTUCKY PERFORMANCE REPORT

School: Virgie Middle School

District: PIKE CO

Code: 491976

Grade: 06-08

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# SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

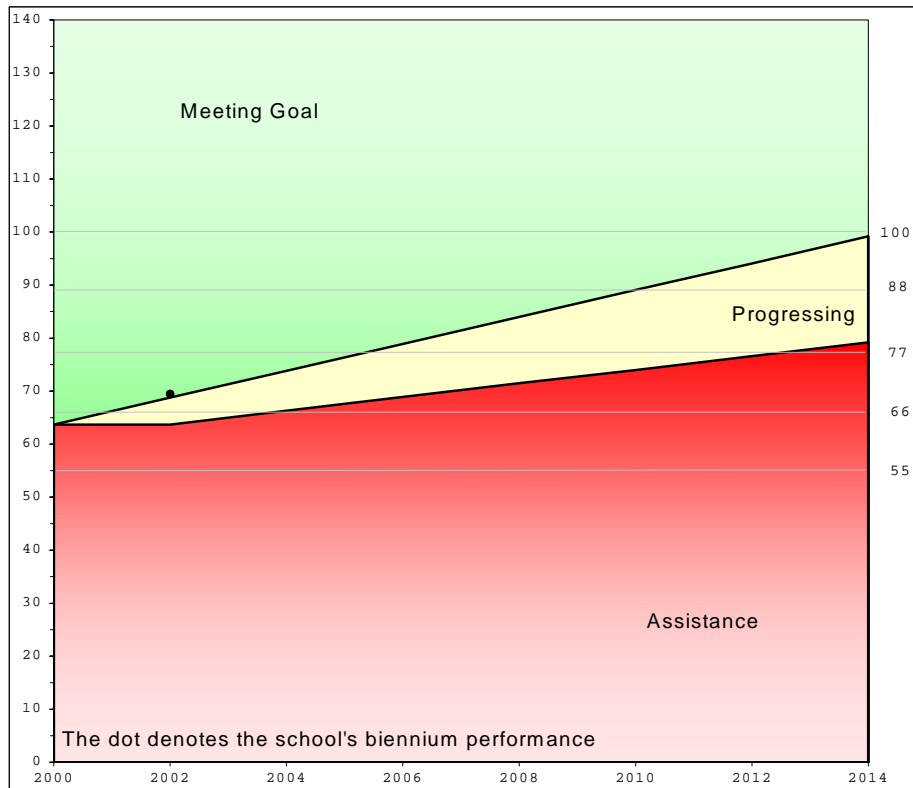
- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY CYCLE 2002**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976



	School			Accountability		
	Index	% Novice	Dropout	Goal	Assistance	Novice
1999	64.4	30.78				
2000	64.5	28.67				
*Baseline	64.5	29.73		63.7		29.73
2001	66.1	25.20				
2002	72.8	19.86				
Combined	69.5	22.53		68.8	63.7	26.20
2003						
2004						
Combined				73.8	66.3	22.66
2005						
2006						
Combined				78.9	68.9	19.13
2007						
2008						
Combined				84.0	71.5	15.60
2009						
2010						
Combined				89.1	74.0	12.07
2011						
2012						
Combined				94.1	76.6	8.53
2013						
2014						
Combined				99.2	79.2	5.00
				Standard Error: 0.8		

Your school has been designated a "Meets Goal" school for Accountability Cycle 2002. Your school's growth accountability index meets or exceeds its goal point and meets the dropout and novice reduction requirements for Accountability Cycle 2002. Meets Goal schools shall receive three (3) shares of rewards for each certified full-time equivalent (FTE) staff member.

Recognition Points	
100	
88	
77	
66	2002
55	NA

NOTE: Your baseline index is the two-year average of your 1998-1999 and 1999-2000 scores. Your school's goal line, assistance line, and novice reduction rates are calculated from your school's scores for the baseline years 1998-1999 and 1999-2000.

Shares	
Meets Goal	3.0
Progressing	0.0
Recog. Pts.	1.0
Total	4.0



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	83.4127	72.4010	83.6249	77.4160
Mathematics	52.8906	60.6616	56.4272	65.5689
Science	63.7093	58.1816	67.0771	70.6080
Social Studies	61.3049	61.0430	58.0894	72.2218
Arts and Humanities	54.7349	58.1557	49.6963	74.4839
Prac. Living/Voc. Studies	54.8630	69.4367	63.1476	80.8501
Writing	47.0753	43.0682	51.6630	53.5238
Total Academic Index	60.5	59.9	62.2	69.5

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	65.2525	80.1709	72.8682	82.2430

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	64.4	64.5	66.1	72.8

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	95.82	94.92	94.92	94.33
Dropout Rate	0.40	0.00	0.00	0.00
Retention Rate	0.00	0.00	0.88	1.13
Successful Transition to Adult Life				
Non-Academic Index	98.2480	97.9680	97.6160	97.2800

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	99	117	129	107
Number Tested Grade 7	124	102	123	125
Number Tested Grade 8	109	122	108	121



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	65	43	54	57										
	59	59	69	66	n	SD*	SD*	n	n	n	n	n		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	124	102	123	121										
				1										
				1										
Title I (Participating) vs Non-Participating	124	102	123	123										
Migrant Program (Participating) vs Non-Participating	3		1	1										
	121	102	122	122										
Limited English Proficiency (Participating) vs Non-Participating		1												
	124	101	123	123										
Extended School Services (Participating) vs Non-Participating	34	31	99	72										
	90	71	24	51	SD*	n	n	n	SD*	n	n	n		
Gifted and Talented Program (Participating) vs Non-Participating	10	9	12	11										
	114	93	111	112	SD*		SD*	SD*	SD*		SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	55	56	66	69										
	69	46	57	54	n	SD*	SD*	SD*	n	SD*	SD*	SD*		
Disability Status (With) vs Without	10	9	6	8										
	114	93	117	115	SD*				SD*					

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	42	63	46	53																
	67	59	62	66	SD*	n	n	n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	108	122	108	118																
				1																
Title I (Participating) vs Non-Participating	109	122	108	119																
Migrant Program (Participating) vs Non-Participating	3	2	1	1																
	106	120	107	118																
Limited English Proficiency (Participating) vs Non-Participating	109	122	108	119																
Extended School Services (Participating) vs Non-Participating	40	25	66	39																
	69	97	42	80	SD*	n	SD*	n	SD*	n	SD*	n	SD*	n	n	n	SD*	n	n	SD*
Gifted and Talented Program (Participating) vs Non-Participating	26	13	6	13																
	83	109	102	106	SD*	SD*		SD*	SD*	SD*		SD*	SD*	SD*		SD*	SD*	SD*		SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	54	66	58	69																
	55	56	50	50	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*
Disability Status (With) vs Without	5	9	10	7																
	104	113	98	112			-			SD*				-					SD*	

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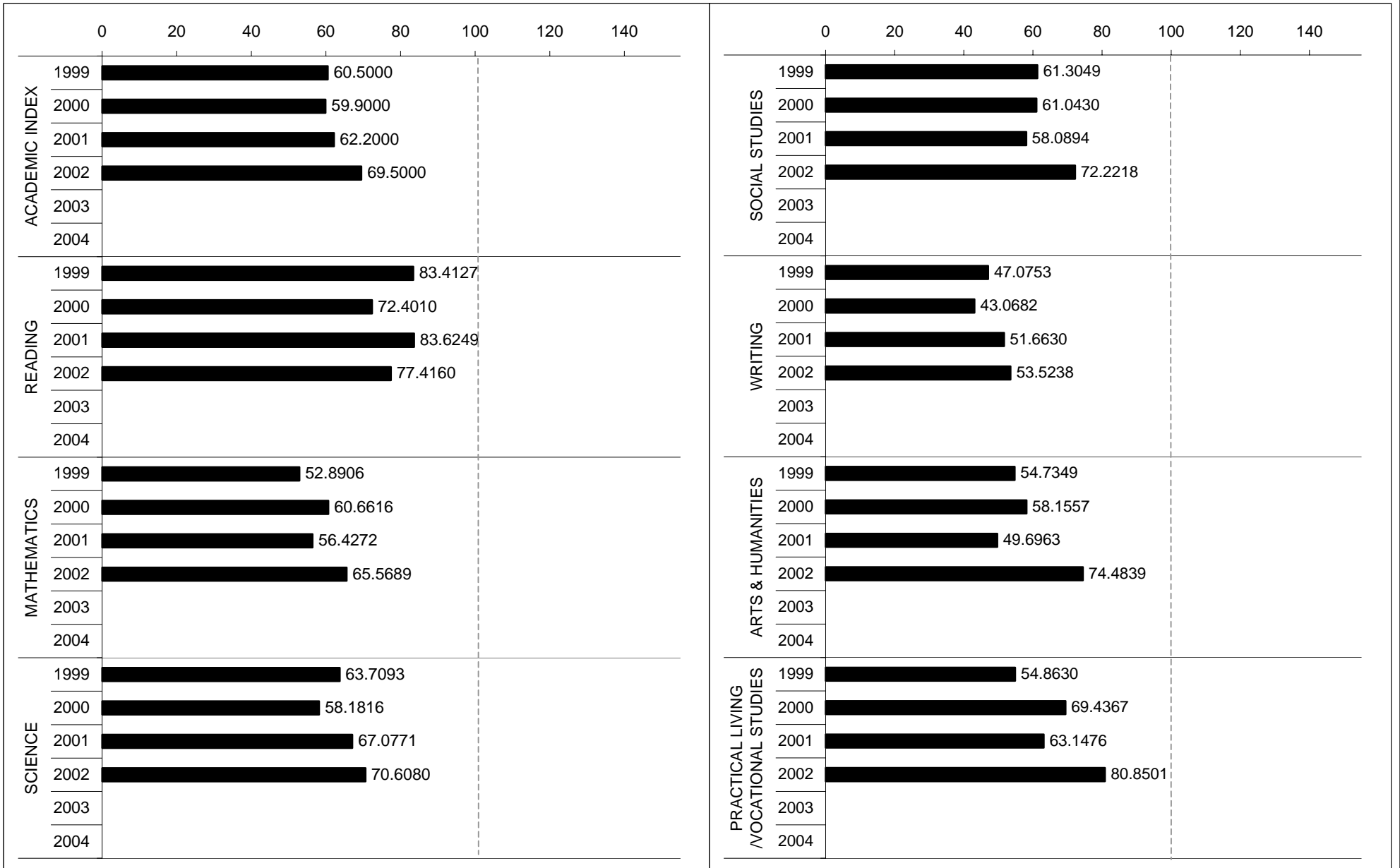
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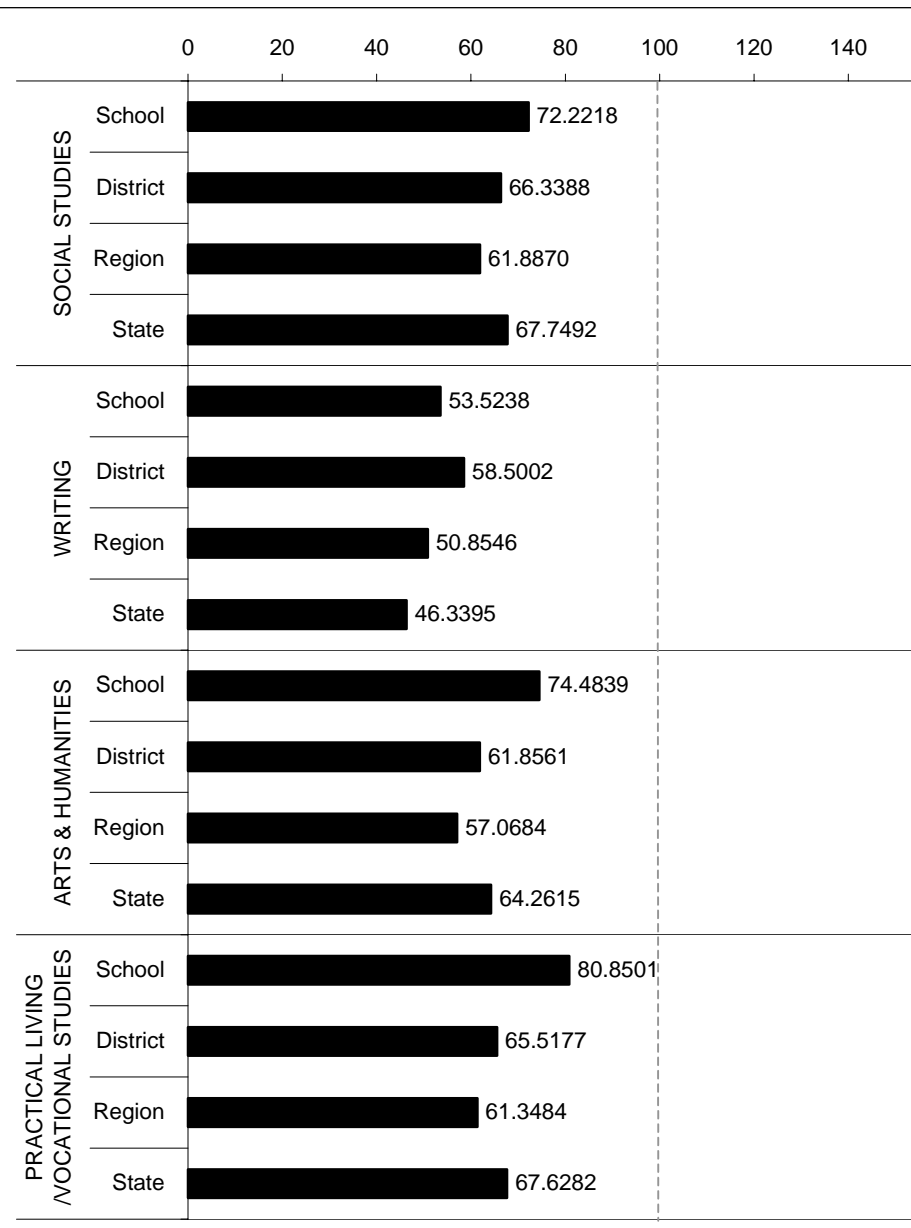
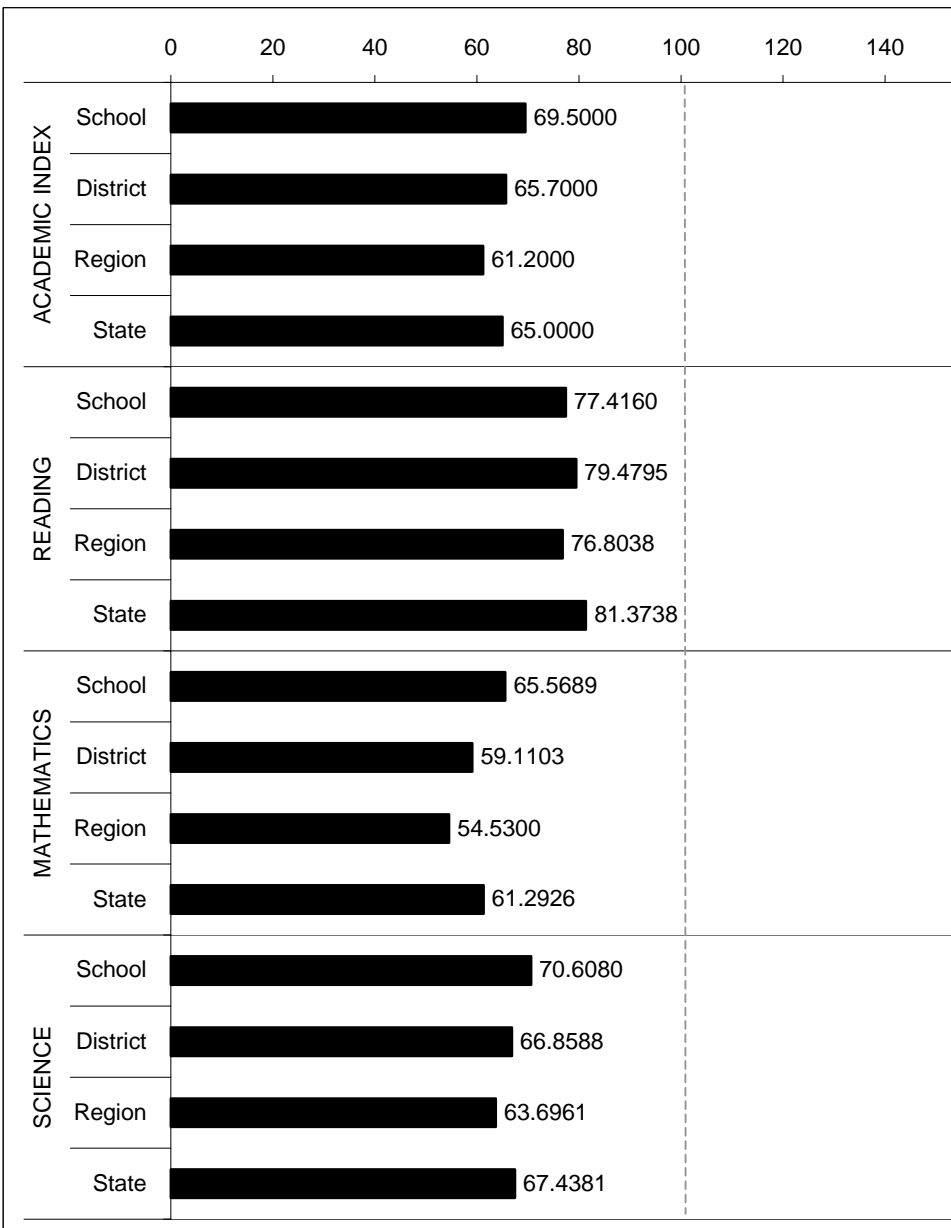
**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07/08



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACADEMIC INDEX COMPARISONS**

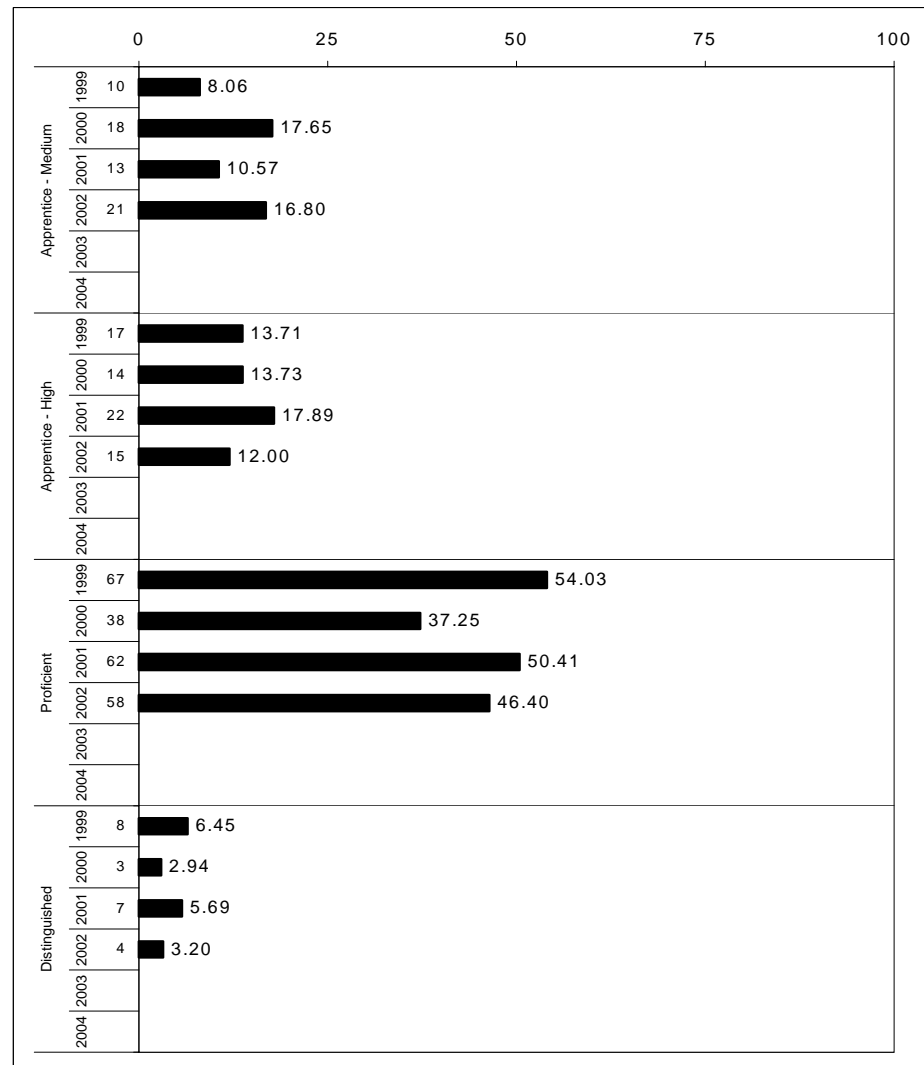
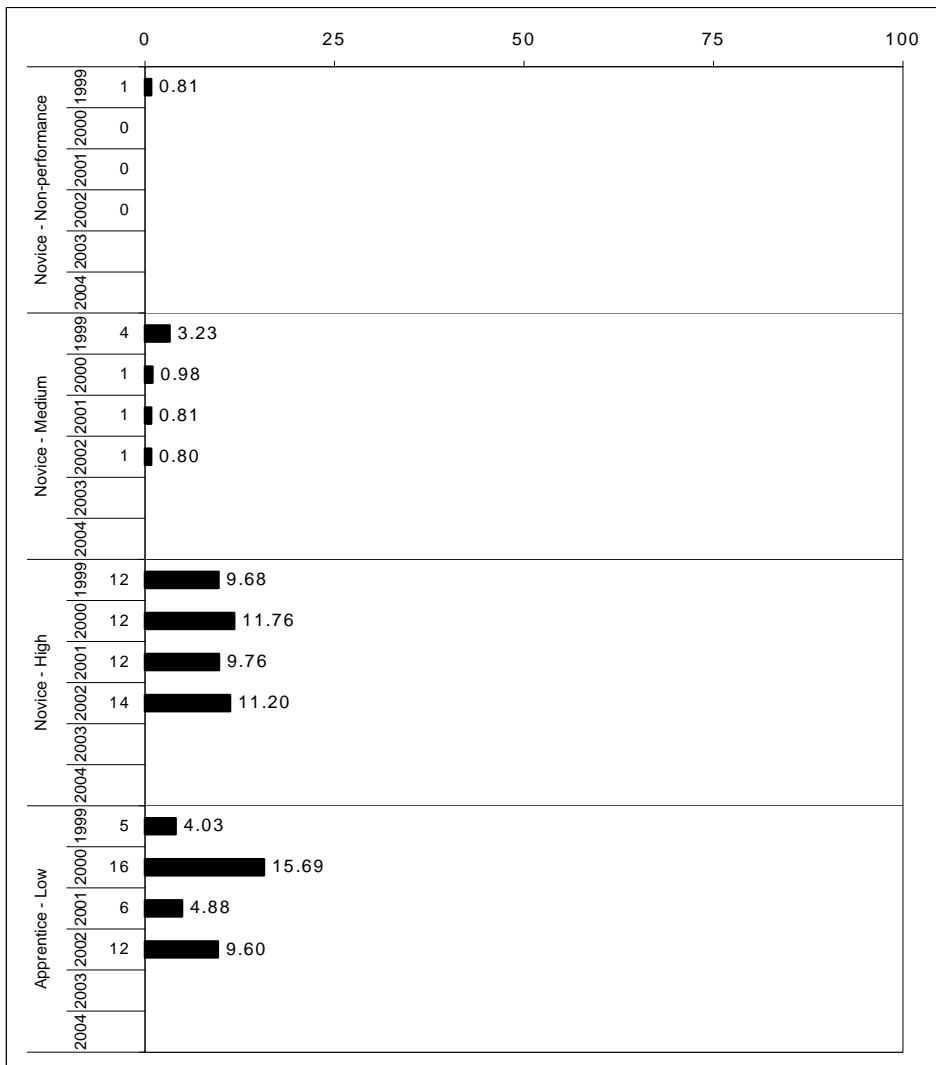
School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07/08





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

READING SUB-DOMAIN MEAN SCORES

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	60	2.1	2.2									
Informational	40	2.0	2.2									
Persuasive	20	2.1	2.2									
Practical/Workplace	30	2.4	2.4									

School: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

OPEN RESPONSE	No.	SCHOOL										STATE									School		
	Items	No.	Percents								Mean	Std. Err.	No.	Percents								Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations	B			0	1	2	3	4						
1.0.x - Literary	12	286	0	4	35	47	12	2	1.7	0.1	113,563	1	5	26	44	21	4	1.9	-0.2				
2.0.x - Informational	8	184	1	9	33	46	11	1	1.6	0.1	73,295	1	8	23	43	21	4	1.9	-0.3				
3.0.x - Persuasive	4	123	0	2	33	48	15	3	1.9	0.1	48,709	1	4	24	47	20	4	2.0	-0.1				
4.0.x - Practical/Workplace	6	145	0	3	14	55	23	4	2.1	0.1	56,687	0	4	19	45	26	6	2.1	0.0				
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult									
1.0.x - Literary	48	1,144	72	28	0	0.72	0.01	454,252	71	29	0	0.71	0.01										
2.0.x - Informational	32	736	67	33	0	0.67	0.02	293,180	69	31	0	0.69	-0.02										
3.0.x - Persuasive	16	492	65	35	0	0.65	0.02	194,836	67	33	0	0.67	-0.02										
4.0.x - Practical/Workplace	24	580	71	29	0	0.71	0.02	226,748	72	28	0	0.72	-0.01										



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING QUESTIONNAIRE DATA**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	1	<b>1%</b>	(4%)	21	<b>17%</b>	(28%)	51	<b>41%</b>	(51%)	49	<b>40%</b>	(16%)	1	<b>1%</b>	(1%)
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
37 How well do you think you did on this test	1	<b>1%</b>	(1%)	5	<b>4%</b>	(4%)	74	<b>60%</b>	(71%)	42	<b>34%</b>	(23%)	1	<b>1%</b>	(1%)
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
38 How hard did you try on this test	3	<b>2%</b>	(2%)	2	<b>2%</b>	(3%)	27	<b>22%</b>	(22%)	90	<b>73%</b>	(71%)	1	<b>1%</b>	(1%)
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts	4	<b>3%</b>	(7%)	41	<b>33%</b>	(44%)	51	<b>41%</b>	(37%)	18	<b>15%</b>	(8%)	8	<b>7%</b>	(3%)
	<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>		
	1	<b>1%</b>	(1%)										1	<b>1%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
40 listen to an adult read aloud	4	<b>3%</b>	(10%)	47	<b>38%</b>	(35%)	16	<b>13%</b>	(13%)	29	<b>24%</b>	(22%)	26	<b>21%</b>	(19%)
41 use a chart or web with passages you read	9	<b>7%</b>	(22%)	42	<b>34%</b>	(40%)	17	<b>14%</b>	(16%)	30	<b>24%</b>	(14%)	24	<b>20%</b>	(6%)
42 read novels, short stories or poems	1	<b>1%</b>	(3%)	13	<b>11%</b>	(25%)	33	<b>27%</b>	(18%)	34	<b>28%</b>	(26%)	41	<b>33%</b>	(26%)
43 read newspapers or magazines	9	<b>7%</b>	(16%)	27	<b>22%</b>	(32%)	50	<b>41%</b>	(20%)	20	<b>16%</b>	(16%)	15	<b>12%</b>	(15%)
44 spend time thinking or talking about what you are going to read BEFORE you read	14	<b>11%</b>	(22%)	27	<b>22%</b>	(27%)	14	<b>11%</b>	(18%)	29	<b>24%</b>	(19%)	37	<b>30%</b>	(14%)
45 use a computer to research and read poems, articles, stories, or books	20	<b>16%</b>	(27%)	50	<b>41%</b>	(36%)	12	<b>10%</b>	(14%)	17	<b>14%</b>	(13%)	23	<b>19%</b>	(10%)
46 use a computer to answer questions about poems, articles, stories or books you have read	35	<b>28%</b>	(36%)	46	<b>37%</b>	(33%)	19	<b>15%</b>	(13%)	16	<b>13%</b>	(9%)	6	<b>5%</b>	(6%)
47 respond in writing to what you read	8	<b>7%</b>	(11%)	19	<b>15%</b>	(28%)	22	<b>18%</b>	(20%)	38	<b>31%</b>	(24%)	35	<b>28%</b>	(16%)
48 discuss what you read with a teacher or other students	4	<b>3%</b>	(11%)	22	<b>18%</b>	(26%)	16	<b>13%</b>	(17%)	33	<b>27%</b>	(23%)	47	<b>38%</b>	(22%)

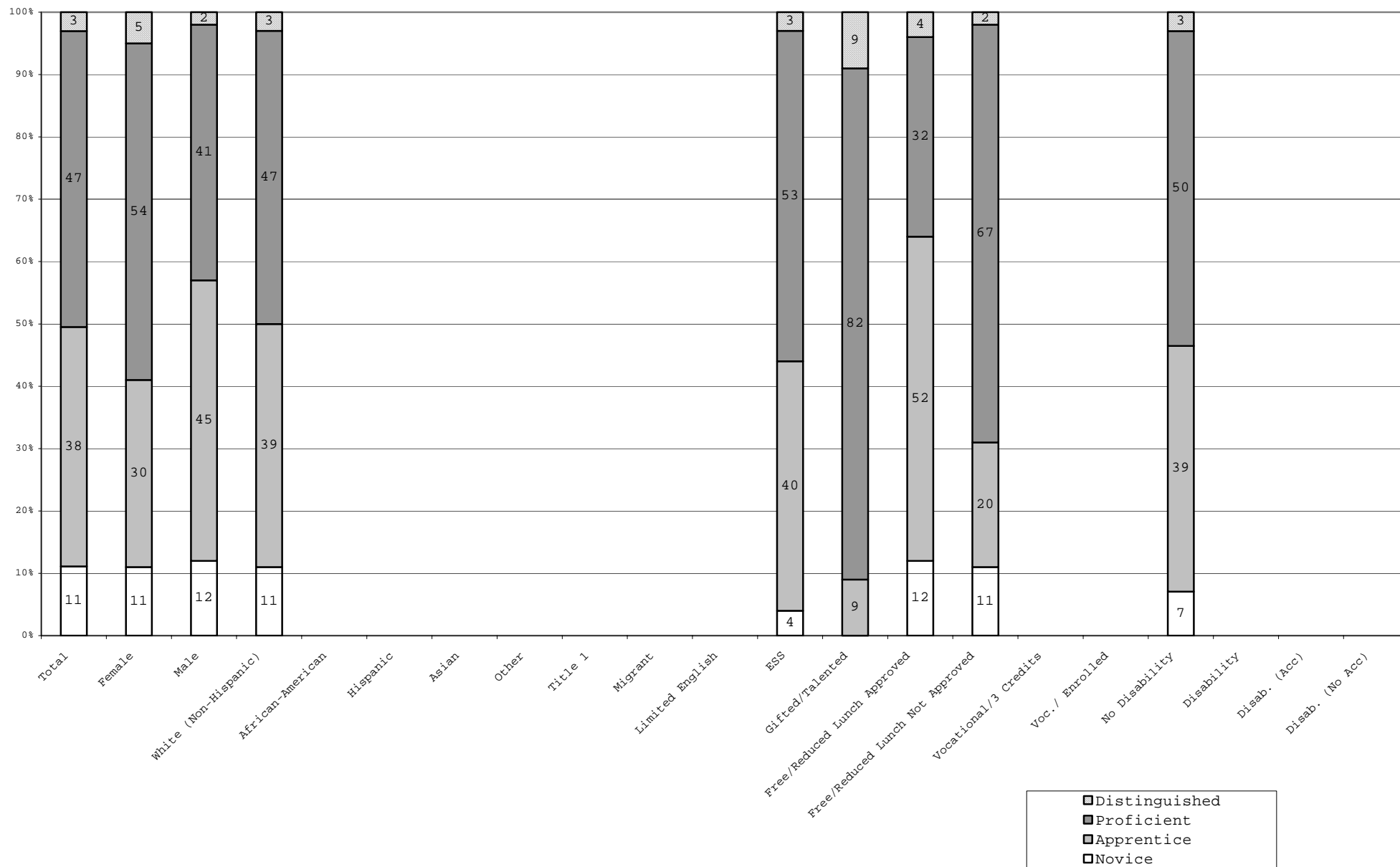
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

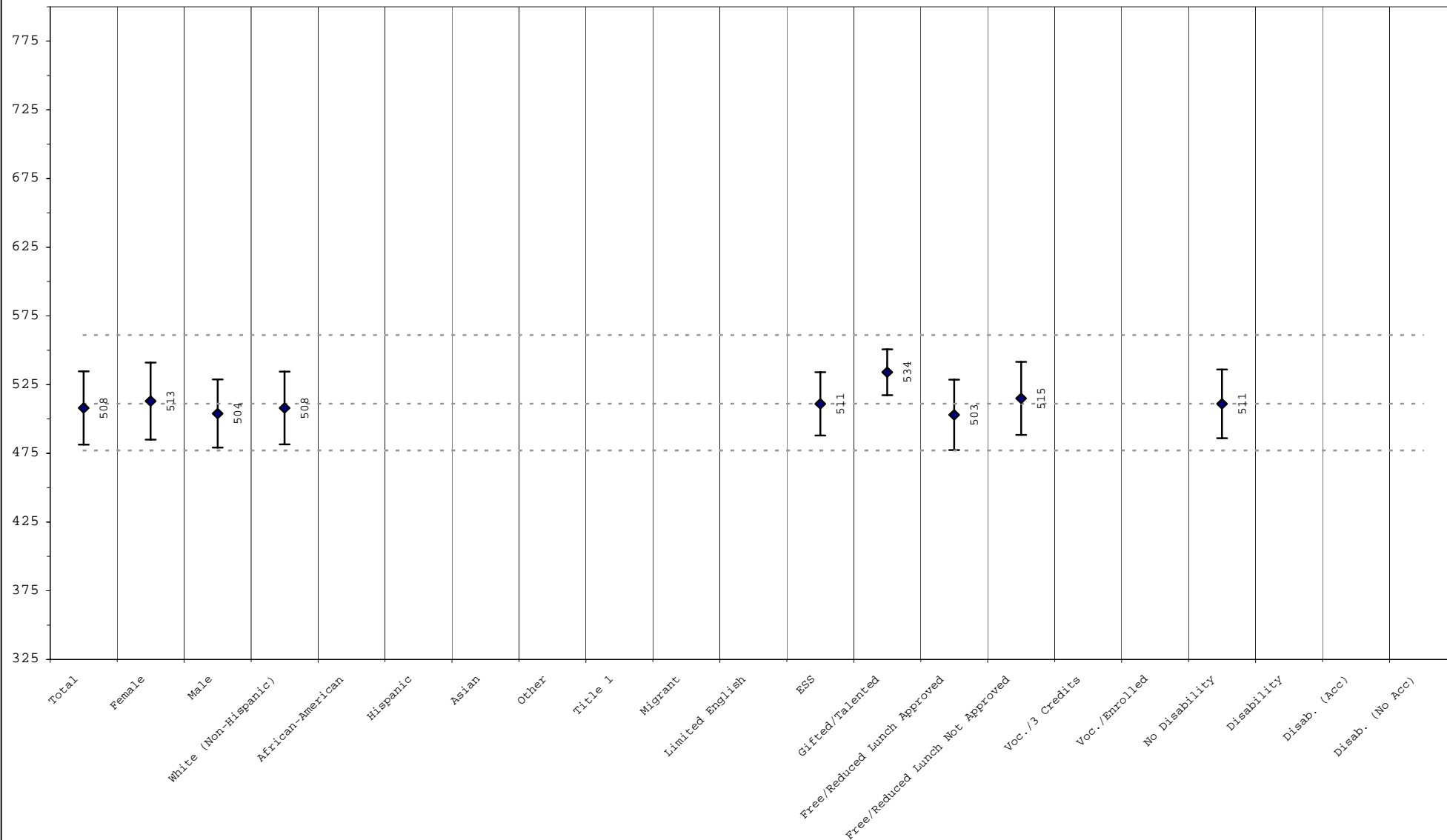


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	123		508 ( 2.4)	816		510 ( 1.0)	3,206		508 ( 0.6)	48,856		513 ( 0.2)
Gender:												
Female	57	46%	513 ( 3.7)	371	45%	520 ( 1.4)	1,521	47%	517 ( 0.8)	23,609	48%	521 ( 0.2)
Male	66	54%	504 ( 3.1)	445	55%	502 ( 1.4)	1,682	52%	500 ( 0.8)	25,213	52%	506 ( 0.2)
Gap Female vs Male			9			18*			17*			15*
Ethnicity												
White (Non-Hispanic)	121	98%	508 ( 2.4)	806	99%	510 ( 1.0)	3,147	98%	508 ( 0.6)	42,088	86%	515 ( 0.2)
African-American				1			19	1%	496 ( 6.0)	5,129	10%	496 ( 0.5)
Hispanic	1	1%		3			5			449	1%	504 ( 1.9)
Asian							8			327	1%	530 ( 2.1)
Other	1	1%		3			13		501 ( 8.7)	615	1%	510 ( 1.4)
Gap White vs African American									12*			19*
Gap White vs Hispanic												11*
Gap White vs Asian												-15*
Gap White vs Other									7			5*
Title I												
Participating Students				389	48%	512 ( 1.5)	2,676	83%	507 ( 0.7)	22,844	47%	509 ( 0.2)
Not Participating	123	100%	508 ( 2.4)	427	52%	508 ( 1.4)	530	17%	513 ( 1.5)	26,012	53%	517 ( 0.2)
Gap Participating vs Non-Participating						4			-6*			-8*
Migrant Program												
Participating Students	1	1%		19	2%	504 ( 6.3)	50	2%	494 ( 5.6)	554	1%	500 ( 1.3)
Not Participating	122	99%	508 ( 2.4)	797	98%	510 ( 1.0)	3,156	98%	508 ( 0.6)	48,302	99%	513 ( 0.2)
Gap Participating vs Non-Participating						-6			-14*			-13*
Limited English Proficiency												
Participating Students				1			2			119		483 ( 4.4)
Not Participating	123	100%	508 ( 2.4)	815	100%	510 ( 1.0)	3,204	100%	508 ( 0.6)	48,737	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-30*
Extended School Services												
Participating Students	72	59%	511 ( 2.7)	267	33%	514 ( 1.5)	1,008	31%	510 ( 1.0)	9,973	20%	506 ( 0.3)
Not Participating	51	41%	504 ( 4.3)	549	67%	509 ( 1.4)	2,198	69%	507 ( 0.8)	38,883	80%	515 ( 0.2)
Gap Participating vs Non-Participating			7			5*			3*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

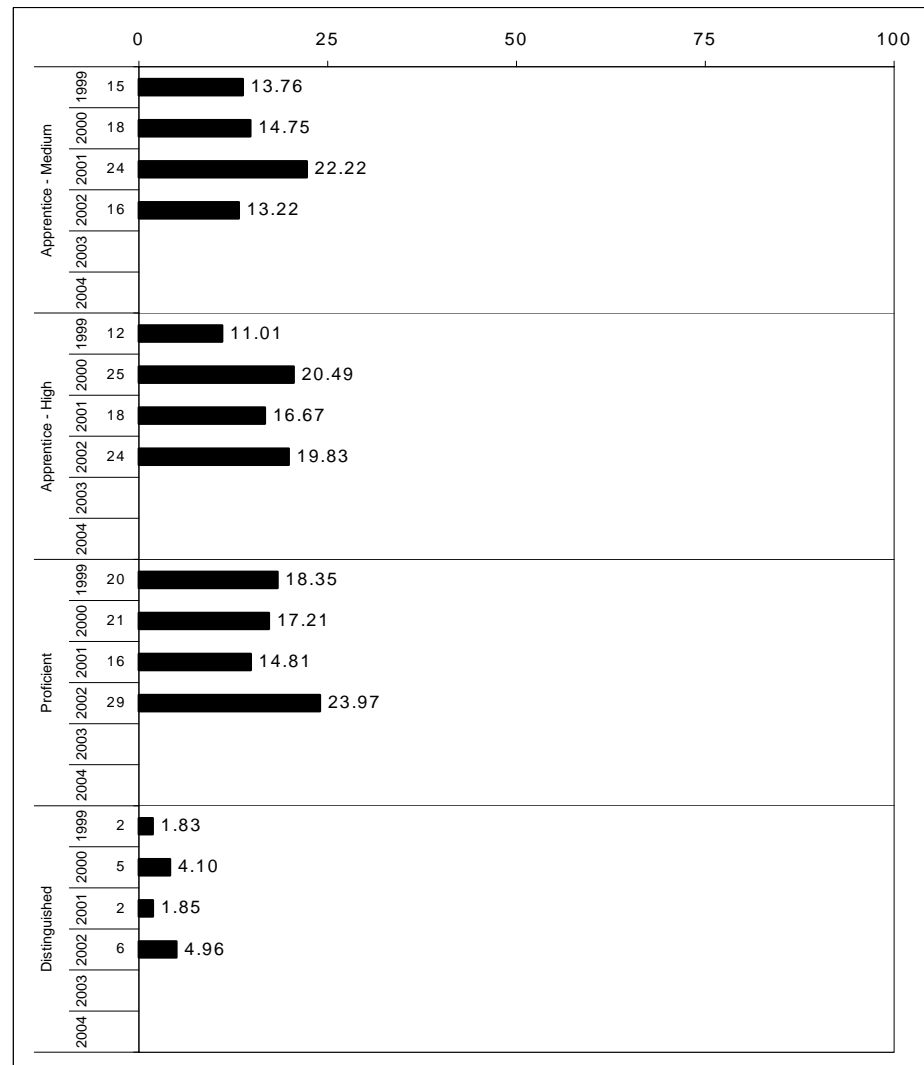
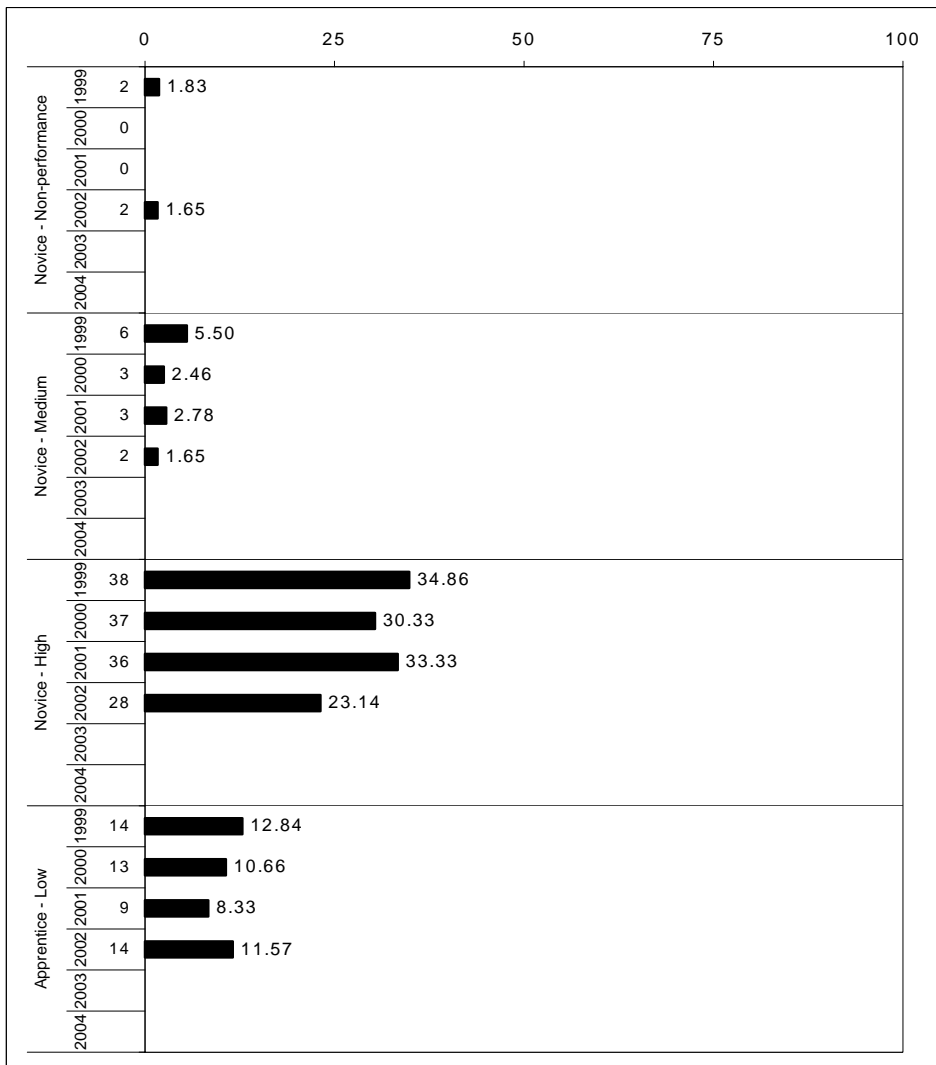
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	11	9%	534 ( 5.0)	73	9%	538 ( 2.6)	527	16%	536 ( 1.4)	8,226	17%	542 ( 0.3)
Not Participating	112	91%	506 ( 2.5)	743	91%	508 ( 1.1)	2,679	84%	502 ( 0.6)	40,630	83%	507 ( 0.2)
<i>Gap Participating vs Non-Participating</i>			28*			30*			34*			35*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	56%	503 ( 3.1)	498	61%	505 ( 1.3)	2,125	66%	502 ( 0.7)	22,205	45%	502 ( 0.2)
Not Approved (includes not coded)	54	44%	515 ( 3.6)	318	39%	519 ( 1.7)	1,081	34%	521 ( 1.0)	26,651	55%	523 ( 0.2)
<i>Gap Approved vs Not Approved</i>			-12*			-14*			-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)	115	93%	511 ( 2.3)	750	92%	513 ( 1.0)	2,832	88%	512 ( 0.6)	43,093	88%	517 ( 0.2)
Students with Disabilities	8	7%		66	8%	477 ( 3.4)	374	12%	475 ( 1.5)	5,763	12%	481 ( 0.4)
Tested with Accommodations	7	6%		54	7%	478 ( 3.8)	308	10%	474 ( 1.6)	4,117	8%	480 ( 0.5)
Tested without Accommodations	1	1%		12	1%	474 ( 6.8)	66	2%	481 ( 3.7)	1,646	3%	483 ( 0.9)
<i>Gap With vs Without</i>						-36*			-37*			-36*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	School Mean	State Mean	0.00.51.01.52.02.53.03.54.0
Number/Computation	56	1.8	1.8	
Geometry/Measurement	44	1.7	1.7	
Probability/Statistics	26	2.3	2.0	
Algebraic Ideas	44	1.9	1.8	

School: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	No. Items	No. Observations	SCHOOL								Std. Err.	STATE								School -State Mean	
			Percents									Percents									
			B	0	1	2	3	4	Mean			Observations	B	0	1	2	3	4	Mean		
<b>OPEN RESPONSE</b>																					
1.x.x - Number/Computation	13	258	0	19	36	22	15	9	1.6	0.1		101,179	1	22	34	21	15	8	1.5	0.1	
1.1.x - Concepts	2	40	0	18	30	30	13	10	1.7	0.2		15,461	1	19	29	30	14	6	1.6	0.1	
1.2.x - Skills	12	238	0	18	36	21	16	9	1.6	0.1		93,455	1	22	34	20	15	8	1.5	0.1	
1.3.x - Relationships	0	0										0									
2.x.x - Geometry/Measurement	10	199	0	23	37	19	15	7	1.5	0.1		77,570	1	23	35	23	12	7	1.4	0.1	
2.1.x - Concepts	1	20	0	40	25	5	15	15	1.4	0.3		7,724	1	33	26	15	12	13	1.4	0.0	
2.2.x - Skills	7	140	0	19	41	21	15	4	1.4	0.1		54,162	1	21	37	27	10	5	1.4	0.0	
2.3.x - Relationships	2	39	0	28	28	15	13	15	1.6	0.2		15,684	1	26	31	14	18	10	1.6	0.0	
3.x.x - Probability/Statistics	7	139	1	7	16	25	41	10	2.3	0.1		54,352	0	15	24	27	27	6	1.8	0.5	
3.1.x - Concepts	1	20	0	10	10	30	45	5	2.3	0.2		7,724	0	8	15	27	47	2	2.2	0.1	
3.2.x - Skills	7	139	1	7	16	25	41	10	2.3	0.1		54,352	0	15	24	27	27	6	1.8	0.5	
3.3.x - Relationships	2	40	0	5	10	28	50	8	2.5	0.2		15,682	0	13	26	34	22	4	1.8	0.7	
4.x.x - Algebraic Ideas	13	257	0	15	31	30	16	8	1.7	0.1		101,193	1	18	35	27	12	7	1.6	0.1	
4.1.x - Concepts	2	40	3	23	23	40	5	8	1.5	0.2		15,466	1	25	27	29	10	7	1.4	0.1	
4.2.x - Skills	11	217	0	16	33	26	17	9	1.7	0.1		85,511	1	19	36	24	13	8	1.5	0.2	
4.3.x - Relationships	7	139	0	14	28	31	18	9	1.8	0.1		54,796	1	15	32	32	13	7	1.6	0.2	
<b>MULTIPLE CHOICE</b>			<b>Correct</b>	<b>Incorrect</b>	<b>Omit/Mult</b>									<b>Correct</b>	<b>Incorrect</b>	<b>Omit/Mult</b>					
1.x.x - Number/Computation	43	1,031	59	41	0						0.59	0.02		404,121	59	41	0			0.59	0.00
1.1.x - Concepts	15	396	59	41	0						0.59	0.02		155,305	57	43	0			0.57	0.02
1.2.x - Skills	24	516	58	42	0						0.58	0.02		202,186	59	41	0			0.59	-0.01
1.3.x - Relationships	6	159	64	37	0						0.64	0.04		62,304	63	37	0			0.63	0.01
2.x.x - Geometry/Measurement	34	753	55	45	0						0.55	0.02		295,221	58	42	0			0.58	-0.03
2.1.x - Concepts	10	239	50	50	0						0.50	0.03		93,223	59	41	0			0.59	-0.09
2.2.x - Skills	23	495	55	45	0						0.55	0.02		194,038	57	43	0			0.57	-0.02
2.3.x - Relationships	3	59	61	39	0						0.61	0.06		23,629	56	44	0			0.56	0.05
3.x.x - Probability/Statistics	19	476	63	37	0						0.63	0.02		186,505	59	41	0			0.59	0.04
3.1.x - Concepts	4	98	60	40	0						0.60	0.05		39,105	59	41	0			0.59	0.01
3.2.x - Skills	14	338	68	32	0						0.68	0.03		131,731	63	37	0			0.63	0.05
3.3.x - Relationships	2	59	42	58	0						0.42	0.06		23,408	38	62	0			0.38	0.04
4.x.x - Algebraic Ideas	31	734	56	44	0						0.56	0.02		287,695	56	44	0			0.56	0.00
4.1.x - Concepts	11	258	55	45	0						0.55	0.03		101,008	57	43	0			0.57	-0.02
4.2.x - Skills	19	456	58	42	0						0.58	0.02		178,938	55	45	0			0.55	0.03
4.3.x - Relationships	3	60	45	55	0						0.45	0.06		23,227	46	54	0			0.46	-0.01

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	3	<b>3%</b>	(1%)	7	<b>6%</b>	(14%)	34	<b>29%</b>	(54%)	75	<b>63%</b>	(29%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	2	<b>2%</b>	(2%)	3	<b>3%</b>	(8%)	90	<b>76%</b>	(68%)	24	<b>20%</b>	(20%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(2%)	2	<b>2%</b>	(3%)	19	<b>16%</b>	(20%)	98	<b>82%</b>	(74%)	0	<b>0%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	2	<b>2%</b>	(11%)	45	<b>38%</b>	(54%)	25	<b>21%</b>	(14%)	37	<b>31%</b>	(14%)	10	<b>8%</b>	(6%)
40 work on mathematics projects/investigations that require more than one class period	18	<b>15%</b>	(24%)	43	<b>36%</b>	(46%)	25	<b>21%</b>	(14%)	31	<b>26%</b>	(10%)	2	<b>2%</b>	(5%)
41 use a calculator	1	<b>1%</b>	(2%)	4	<b>3%</b>	(9%)	2	<b>2%</b>	(6%)	16	<b>13%</b>	(18%)	96	<b>81%</b>	(64%)
42 use a computer	22	<b>18%</b>	(47%)	68	<b>57%</b>	(31%)	11	<b>9%</b>	(8%)	6	<b>5%</b>	(6%)	12	<b>10%</b>	(7%)
43 write about mathematics	5	<b>4%</b>	(21%)	27	<b>23%</b>	(34%)	22	<b>18%</b>	(14%)	33	<b>28%</b>	(13%)	31	<b>26%</b>	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	3	<b>3%</b>	(17%)	23	<b>19%</b>	(40%)	25	<b>21%</b>	(15%)	37	<b>31%</b>	(14%)	31	<b>26%</b>	(12%)
45 draw pictures or charts to help explain your thinking	0	<b>0%</b>	(4%)	12	<b>10%</b>	(28%)	14	<b>12%</b>	(20%)	50	<b>42%</b>	(28%)	42	<b>35%</b>	(18%)
46 discuss different ways to solve problems	1	<b>1%</b>	(3%)	5	<b>4%</b>	(11%)	9	<b>8%</b>	(13%)	30	<b>25%</b>	(28%)	73	<b>61%</b>	(44%)
47 receive meaningful feedback on assignments	3	<b>3%</b>	(8%)	5	<b>4%</b>	(18%)	15	<b>13%</b>	(17%)	39	<b>33%</b>	(27%)	57	<b>48%</b>	(28%)
48 work on mathematics that is related to real-life experiences	2	<b>2%</b>	(7%)	19	<b>16%</b>	(23%)	23	<b>19%</b>	(17%)	43	<b>36%</b>	(27%)	31	<b>26%</b>	(24%)

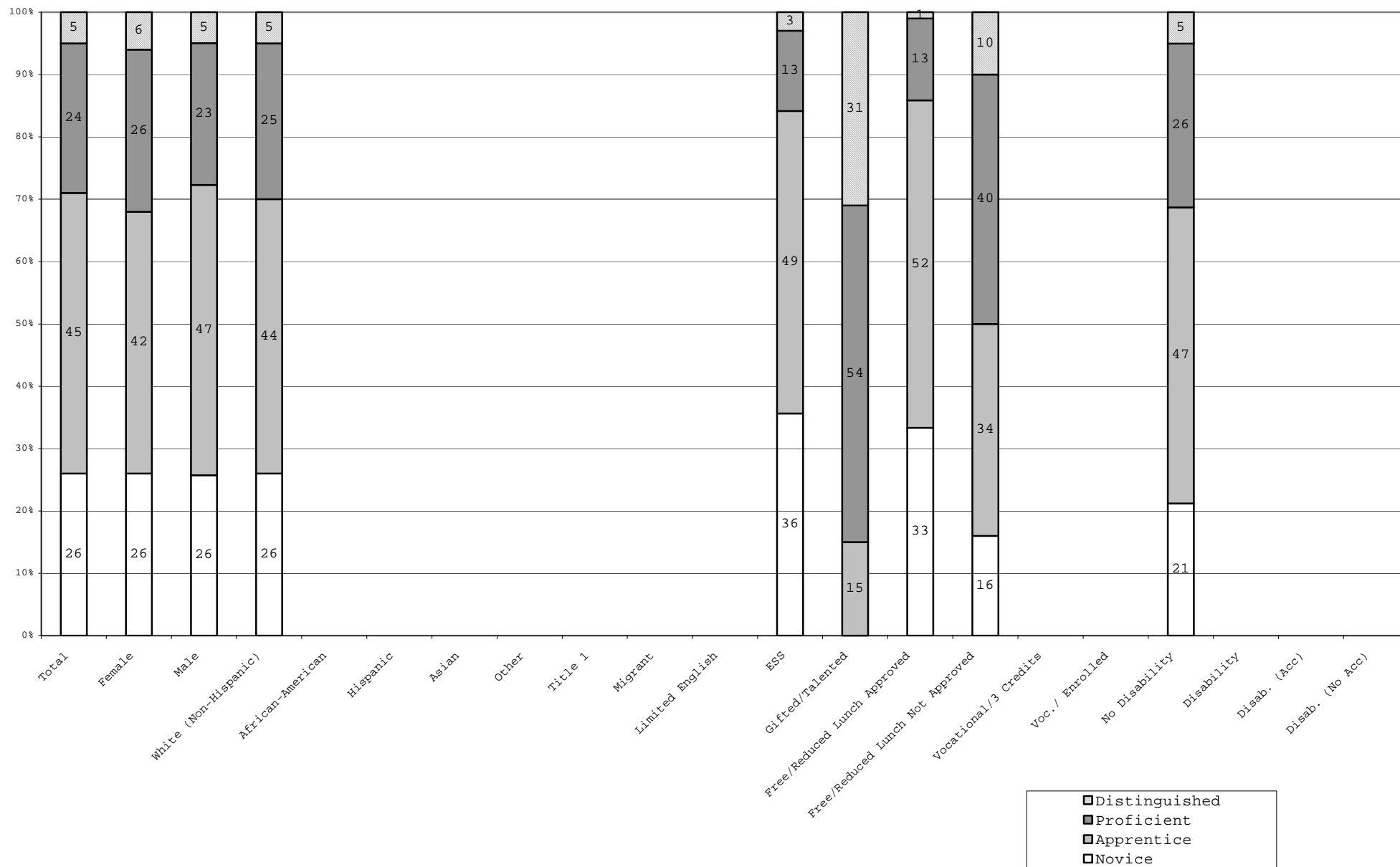
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

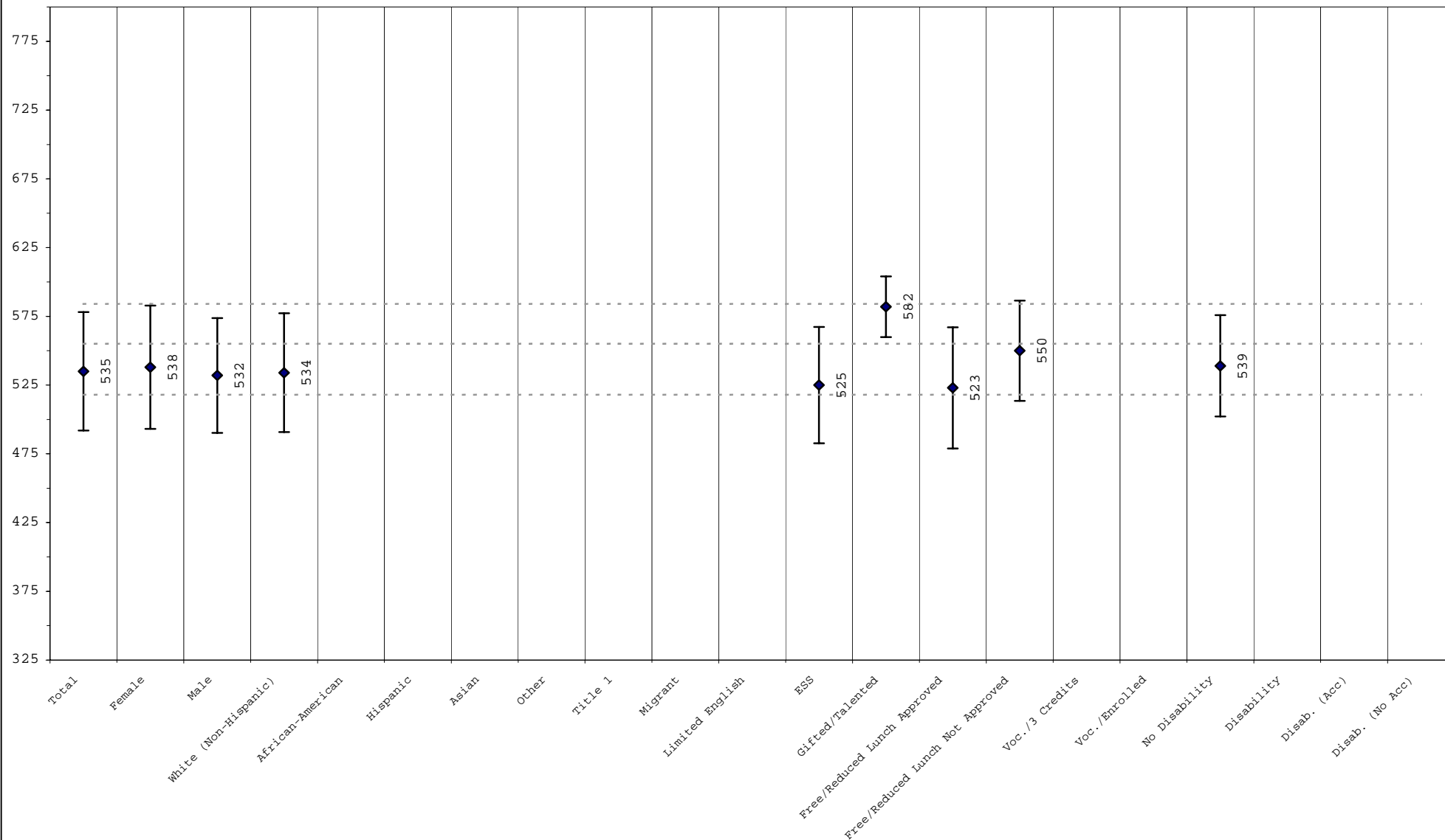


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	119		535 ( 3.9)	746		529 ( 1.4)	3,135		522 ( 0.8)	46,957		530 ( 0.2)
Gender:												
Female	53	45%	538 ( 6.2)	354	47%	532 ( 1.9)	1,477	47%	525 ( 1.1)	22,893	49%	532 ( 0.3)
Male	66	55%	532 ( 5.1)	392	53%	527 ( 2.0)	1,656	53%	519 ( 1.1)	24,042	51%	528 ( 0.3)
Gap Female vs Male			6			5			6*			4*
Ethnicity												
White (Non-Hispanic)	118	99%	534 ( 4.0)	733	98%	529 ( 1.4)	3,084	98%	522 ( 0.8)	40,780	87%	533 ( 0.2)
African-American				1			14		532 ( 8.4)	4,723	10%	507 ( 0.6)
Hispanic				4	1%		8			453	1%	521 ( 2.1)
Asian				2			6			311	1%	557 ( 2.7)
Other	1	1%		5	1%		13		534 ( 7.0)	547	1%	527 ( 1.7)
Gap White vs African American									-10			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-24*
Gap White vs Other									-12			6*
Title I												
Participating Students				383	51%	532 ( 1.8)	2,671	85%	521 ( 0.8)	21,583	46%	523 ( 0.3)
Not Participating	119	100%	535 ( 3.9)	363	49%	526 ( 2.1)	464	15%	529 ( 1.9)	25,374	54%	535 ( 0.2)
Gap Participating vs Non-Participating						6*			-8*			-12*
Migrant Program												
Participating Students	1	1%		12	2%	516 (10.7)	34	1%	505 ( 8.8)	449	1%	511 ( 2.1)
Not Participating	118	99%	534 ( 4.0)	734	98%	529 ( 1.4)	3,101	99%	522 ( 0.8)	46,508	99%	530 ( 0.2)
Gap Participating vs Non-Participating						-13			-17			-19*
Limited English Proficiency												
Participating Students							1			118		502 ( 5.4)
Not Participating	119	100%	535 ( 3.9)	746	100%	529 ( 1.4)	3,134	100%	522 ( 0.8)	46,839	100%	530 ( 0.2)
Gap Participating vs Non-Participating												-28*
Extended School Services												
Participating Students	39	33%	525 ( 6.8)	131	18%	528 ( 3.1)	621	20%	526 ( 1.6)	7,703	16%	523 ( 0.4)
Not Participating	80	67%	539 ( 4.8)	615	82%	529 ( 1.5)	2,514	80%	521 ( 0.9)	39,254	84%	531 ( 0.2)
Gap Participating vs Non-Participating			-14			-1			5*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

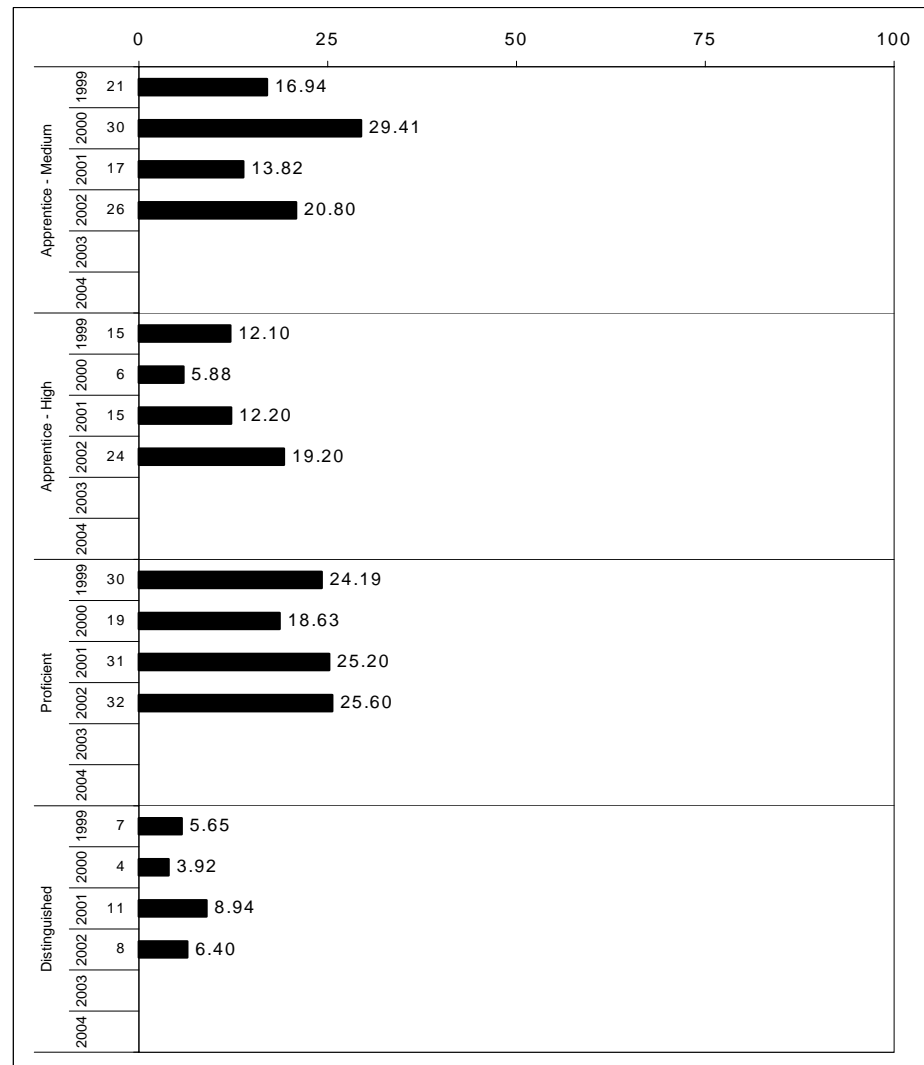
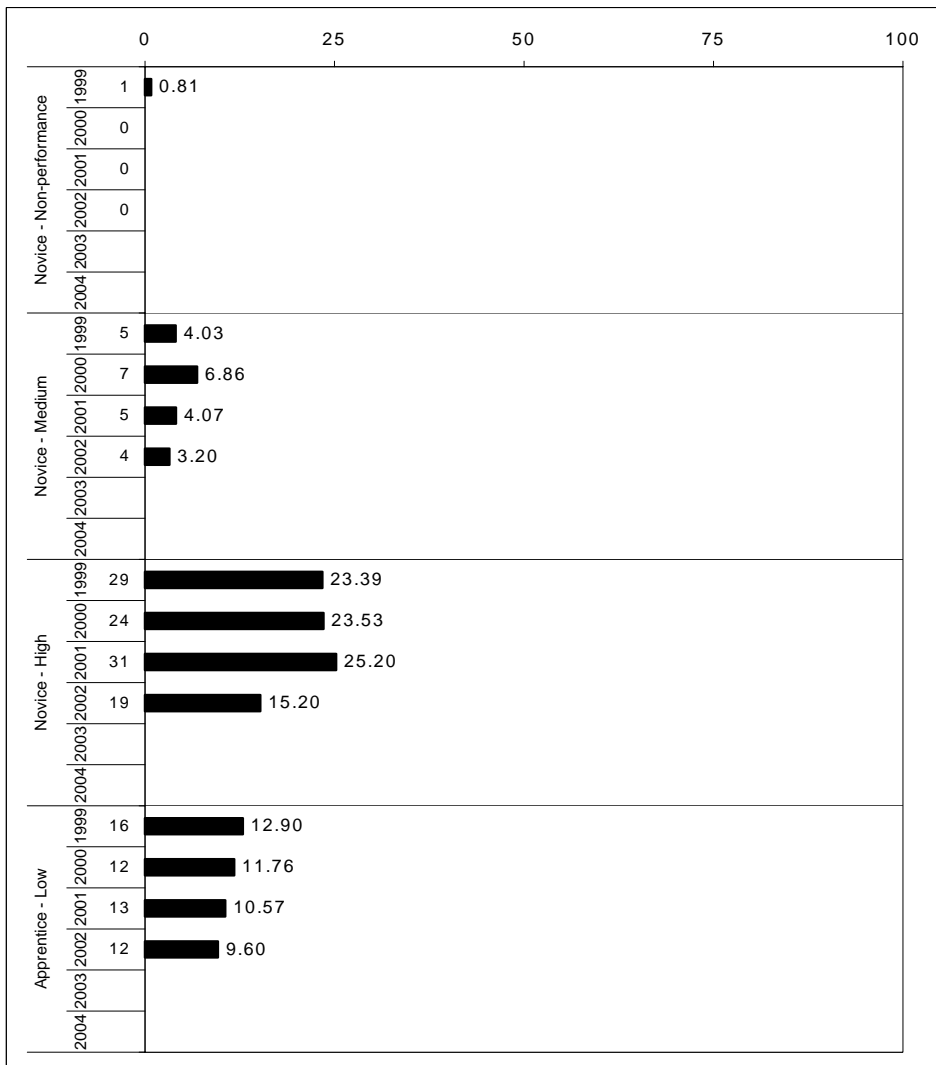
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	13	11%	582 ( 6.1)	57	8%	566 ( 2.8)	496	16%	556 ( 1.3)	8,093	17%	565 ( 0.3)
Not Participating	106	89%	529 ( 4.0)	689	92%	526 ( 1.4)	2,639	84%	516 ( 0.8)	38,864	83%	523 ( 0.2)
Gap Participating vs Non-Participating			53*			40*			40*			42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	58%	523 ( 5.3)	411	55%	522 ( 1.8)	2,027	65%	514 ( 1.0)	20,016	43%	515 ( 0.3)
Not Approved (includes not coded)	50	42%	550 ( 5.2)	335	45%	537 ( 2.0)	1,108	35%	536 ( 1.1)	26,941	57%	541 ( 0.2)
Gap Approved vs Not Approved			-27*			-15*			-22*			-26*
Disability Status												
Students without Disabilities (includes not coded)	112	94%	539 ( 3.5)	682	91%	535 ( 1.2)	2,789	89%	529 ( 0.7)	41,500	88%	536 ( 0.2)
Students with Disabilities	7	6%		64	9%	469 ( 6.5)	346	11%	468 ( 3.0)	5,457	12%	485 ( 0.7)
Tested with Accommodations	4	3%		44	6%	465 ( 7.7)	275	9%	467 ( 3.4)	3,701	8%	482 ( 0.8)
Tested without Accommodations	3	3%		20	3%	478 (12.3)	71	2%	472 ( 6.4)	1,756	4%	493 ( 1.2)
Gap With vs Without						-66*			-61*			-51*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



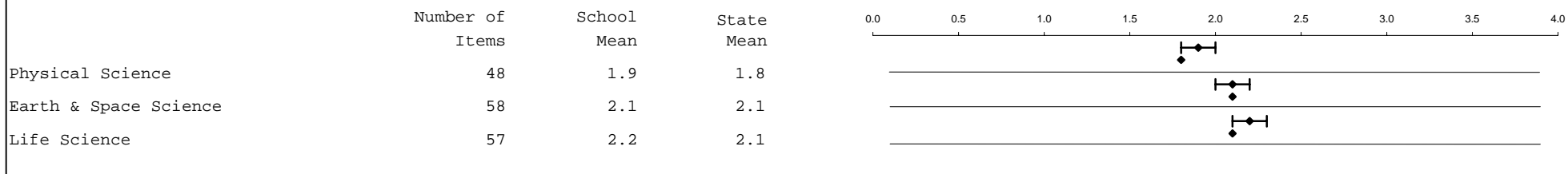
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE SUB-DOMAIN**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES



School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

OPEN RESPONSE	No.	SCHOOL										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Physical Science	12	248	0	17	26	35	17	4	1.7	0.1	97,327	1	19	30	32	13	6	1.6	0.1		
1.1.x - Matter Properties/Changes	3	62	0	13	16	47	18	6	1.9	0.1	24,471	1	20	30	32	12	5	1.5	0.4		
1.2.x - Motions and Forces	4	81	0	22	33	27	17	0	1.4	0.1	32,315	1	21	37	27	11	3	1.4	0.0		
1.3.x - Transfer of Energy	5	105	0	15	26	35	17	7	1.7	0.1	40,541	1	17	23	35	16	8	1.7	0.0		
2.x.x - Earth & Space Science	14	287	0	12	25	36	21	6	1.8	0.1	113,592	1	12	24	33	21	9	1.9	-0.1		
2.1.x - Earth's System Structure	9	184	0	13	29	36	15	7	1.8	0.1	73,309	1	12	25	33	20	9	1.9	-0.1		
2.2.x - Earth's History	4	81	0	17	27	33	21	1	1.6	0.1	32,315	1	17	27	32	18	5	1.7	-0.1		
2.3.x - Earth in the Solar System	3	63	0	11	14	33	35	6	2.1	0.1	24,142	1	10	18	32	28	11	2.1	0.0		
3.x.x - Life Science	14	286	0	11	22	35	23	9	2.0	0.1	113,554	1	15	25	31	20	7	1.8	0.2		
3.1.x - Living Systems ...	2	42	0	2	5	40	36	17	2.6	0.2	16,050	1	4	22	36	29	8	2.1	0.5		
3.2.x - Regulation and Behavior	1	20	0	15	40	35	10	0	1.4	0.3	8,068	2	29	28	24	13	5	1.3	0.1		
3.3.x - Reproduction and Heredity	1	20	0	30	5	25	20	20	2.0	0.3	8,417	3	22	31	21	14	10	1.5	0.5		
3.4.x - Organisms:Diversity/Adapt.	5	101	0	14	27	35	21	4	1.7	0.1	40,741	1	18	23	31	20	8	1.7	0.0		
3.5.x - Populations & Ecosystems	5	103	0	8	23	35	23	11	2.1	0.1	40,278	1	13	26	34	20	7	1.8	0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science	36	881	63	38	0				0.63	0.02	349,380	60	40	0			0.60	0.03			
1.1.x - Matter Properties/Changes	11	289	67	33	0				0.67	0.03	113,833	60	40	0			0.60	0.07			
1.2.x - Motions and Forces	10	223	60	40	0				0.60	0.03	89,416	62	38	0			0.61	-0.01			
1.3.x - Transfer of Energy	16	391	62	38	0				0.62	0.02	154,108	60	40	0			0.60	0.02			
2.x.x - Earth & Space Science	44	1,068	65	35	0				0.65	0.01	421,911	61	39	0			0.61	0.04			
2.1.x - Earth's System Structure	17	409	65	35	0				0.65	0.02	162,626	61	39	0			0.61	0.04			
2.2.x - Earth's History	6	206	63	37	0				0.63	0.03	81,617	62	38	0			0.62	0.01			
2.3.x - Earth in the Solar System	21	453	66	34	0				0.66	0.02	177,668	61	39	0			0.61	0.05			
3.x.x - Life Science	43	1,085	71	30	0				0.71	0.01	430,404	66	34	0			0.66	0.05			
3.1.x - Living Systems ...	7	185	70	30	0				0.70	0.04	72,840	62	38	0			0.62	0.08			
3.2.x - Regulation and Behavior	11	305	64	36	0				0.64	0.03	121,276	60	40	0			0.60	0.04			
3.3.x - Reproduction and Heredity	5	124	70	30	0				0.70	0.04	48,733	71	29	0			0.71	-0.01			
3.4.x - Organisms:Diversity/Adapt.	7	166	77	23	0				0.77	0.04	64,774	71	29	0			0.71	0.06			
3.5.x - Populations & Ecosystems	16	388	72	28	0				0.72	0.02	155,000	68	32	0			0.68	0.04			

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

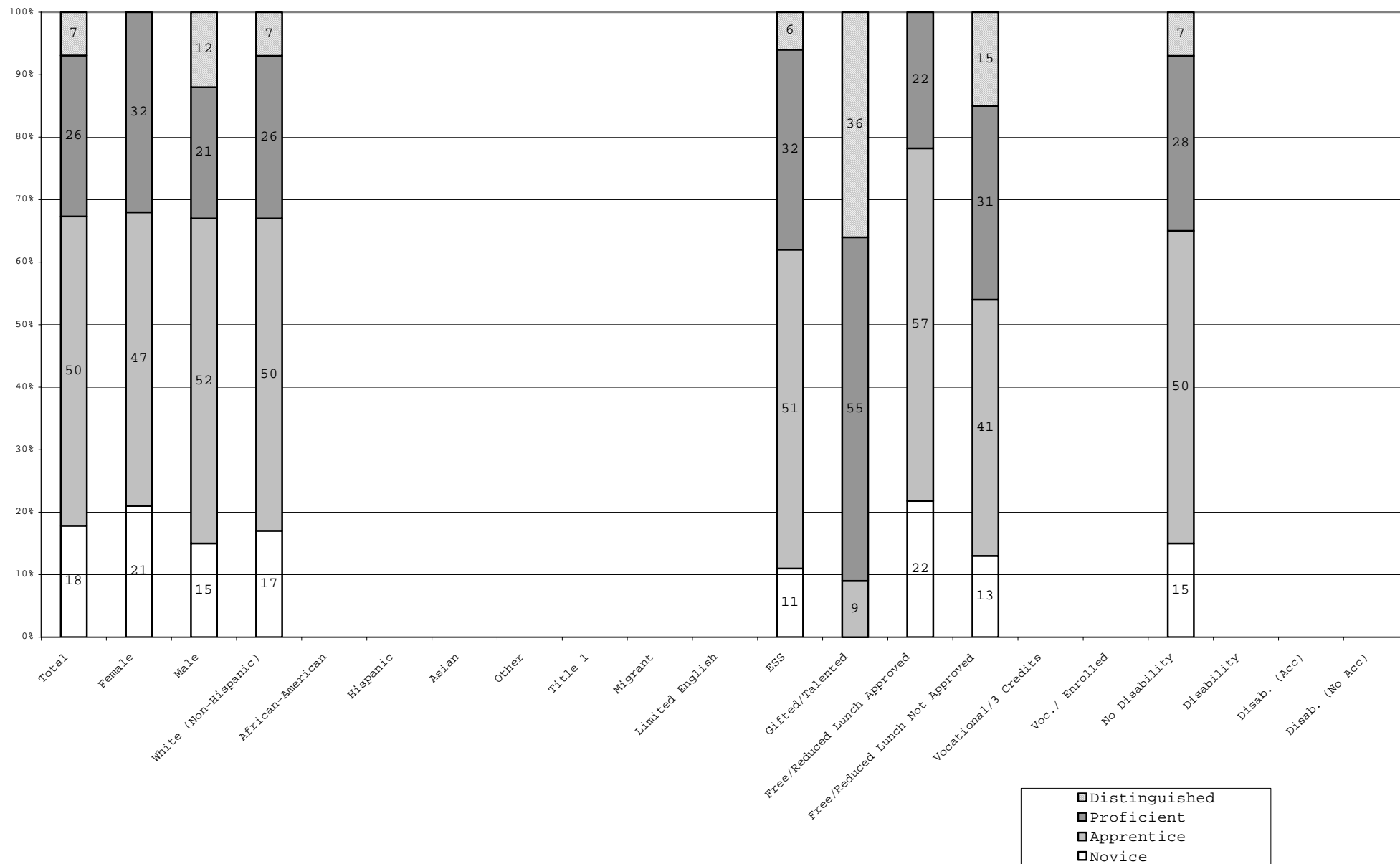
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	2	<b>2%</b>	(2%)	4	<b>3%</b>	(28%)	23	<b>19%</b>	(53%)	93	<b>76%</b>	(14%)	1	<b>1%</b>	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	1	<b>1%</b>	(1%)	9	<b>7%</b>	(8%)	70	<b>57%</b>	(69%)	43	<b>35%</b>	(19%)	0	<b>0%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	2	<b>2%</b>	(3%)	2	<b>2%</b>	(4%)	24	<b>20%</b>	(22%)	95	<b>77%</b>	(70%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	2	<b>2%</b>	(6%)	23	<b>19%</b>	(26%)	7	<b>6%</b>	(13%)	32	<b>26%</b>	(26%)	59	<b>48%</b>	(28%)
40 read about science in magazines or books other than a textbook	10	<b>8%</b>	(17%)	40	<b>33%</b>	(40%)	26	<b>21%</b>	(20%)	31	<b>25%</b>	(15%)	16	<b>13%</b>	(7%)
41 work on worksheets	0	<b>0%</b>	(2%)	18	<b>15%</b>	(15%)	12	<b>10%</b>	(14%)	43	<b>35%</b>	(34%)	50	<b>41%</b>	(34%)
42 work with other students in pairs, small groups or teams	3	<b>2%</b>	(5%)	35	<b>28%</b>	(42%)	37	<b>30%</b>	(22%)	34	<b>28%</b>	(20%)	14	<b>11%</b>	(10%)
43 watch your teacher do a science demonstration	3	<b>2%</b>	(9%)	31	<b>25%</b>	(41%)	22	<b>18%</b>	(20%)	44	<b>36%</b>	(17%)	23	<b>19%</b>	(10%)
44 watch a video	1	<b>1%</b>	(3%)	51	<b>41%</b>	(50%)	30	<b>24%</b>	(23%)	39	<b>32%</b>	(15%)	2	<b>2%</b>	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	6	<b>5%</b>	(15%)	46	<b>37%</b>	(51%)	17	<b>14%</b>	(16%)	35	<b>28%</b>	(11%)	18	<b>15%</b>	(5%)
46 design and conduct scientific investigations about things in which you are interested	13	<b>11%</b>	(26%)	37	<b>30%</b>	(41%)	29	<b>24%</b>	(17%)	32	<b>26%</b>	(10%)	12	<b>10%</b>	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	5	<b>4%</b>	(13%)	37	<b>30%</b>	(39%)	30	<b>24%</b>	(22%)	30	<b>24%</b>	(16%)	20	<b>16%</b>	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	3	<b>2%</b>	(11%)	30	<b>24%</b>	(37%)	37	<b>30%</b>	(23%)	30	<b>24%</b>	(18%)	23	<b>19%</b>	(10%)
49 discuss your investigations with a teacher or other students	5	<b>4%</b>	(14%)	32	<b>26%</b>	(33%)	25	<b>20%</b>	(20%)	35	<b>28%</b>	(18%)	26	<b>21%</b>	(13%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE DISAGGREGATION  
Performance Level Percents

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

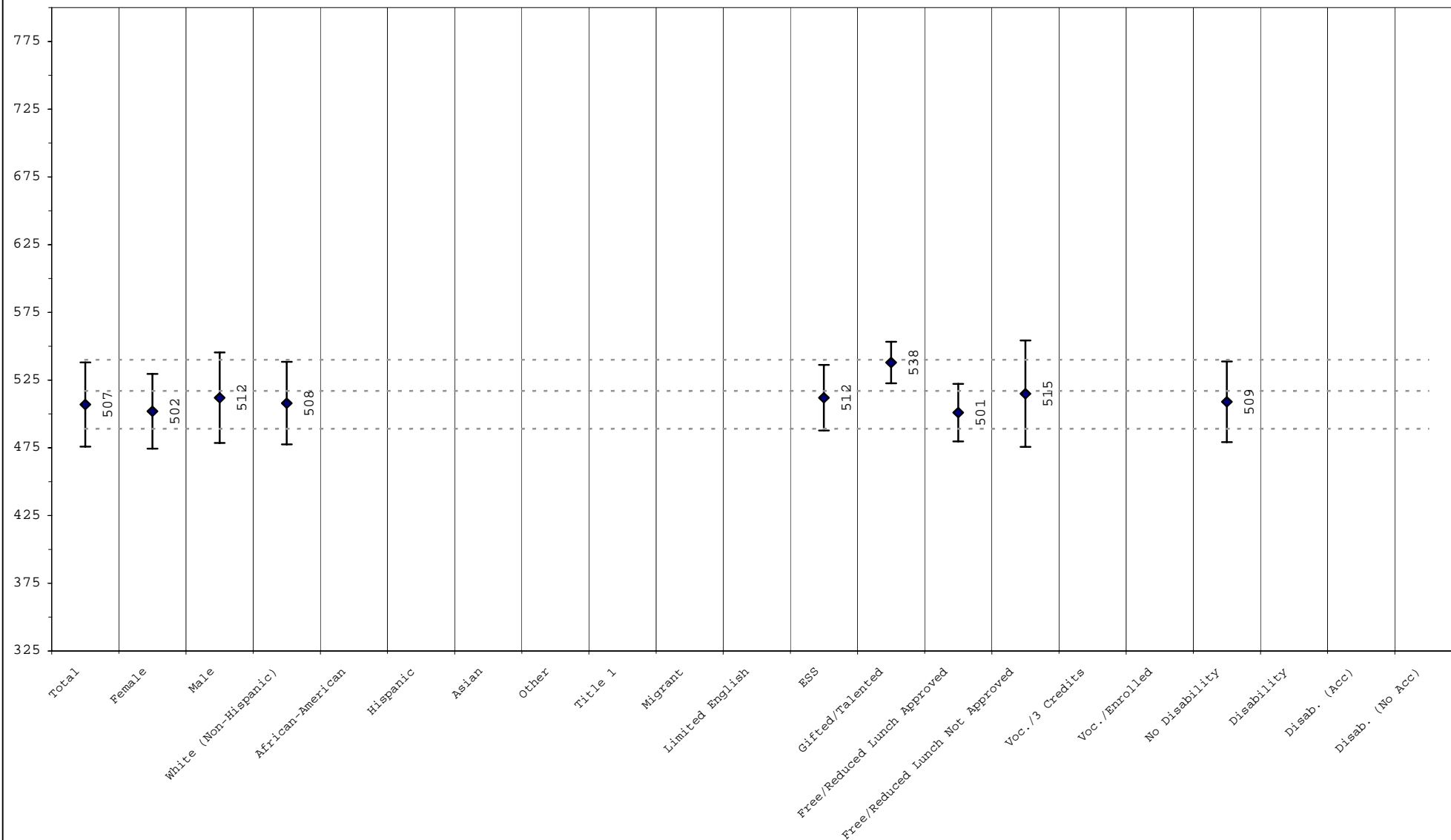


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	123		507 ( 2.8)	816		502 ( 1.1)	3,206		499 ( 0.6)	48,856		502 ( 0.2)
Gender:												
Female	57	46%	502 ( 3.7)	371	45%	502 ( 1.5)	1,521	47%	499 ( 0.9)	23,609	48%	502 ( 0.2)
Male	66	54%	512 ( 4.1)	445	55%	502 ( 1.6)	1,682	52%	498 ( 0.8)	25,213	52%	502 ( 0.2)
Gap Female vs Male			-10						1			
Ethnicity												
White (Non-Hispanic)	121	98%	508 ( 2.8)	806	99%	503 ( 1.1)	3,147	98%	499 ( 0.6)	42,088	86%	505 ( 0.2)
African-American				1			19	1%	485 ( 5.4)	5,129	10%	480 ( 0.5)
Hispanic	1	1%		3			5			449	1%	491 ( 1.9)
Asian							8			327	1%	517 ( 2.0)
Other	1	1%		3			13		497 ( 9.0)	615	1%	498 ( 1.3)
Gap White vs African American									14*			25*
Gap White vs Hispanic												14*
Gap White vs Asian												-12*
Gap White vs Other									2			7*
Title I												
Participating Students				389	48%	502 ( 1.6)	2,676	83%	497 ( 0.7)	22,844	47%	497 ( 0.2)
Not Participating	123	100%	507 ( 2.8)	427	52%	503 ( 1.5)	530	17%	507 ( 1.5)	26,012	53%	506 ( 0.2)
Gap Participating vs Non-Participating						-1			-10*			-9*
Migrant Program												
Participating Students	1	1%		19	2%	489 ( 6.6)	50	2%	480 ( 4.5)	554	1%	491 ( 1.4)
Not Participating	122	99%	507 ( 2.8)	797	98%	503 ( 1.1)	3,156	98%	499 ( 0.6)	48,302	99%	502 ( 0.2)
Gap Participating vs Non-Participating						-14*			-19*			-11*
Limited English Proficiency												
Participating Students				1			2			119		470 ( 4.5)
Not Participating	123	100%	507 ( 2.8)	815	100%	502 ( 1.1)	3,204	100%	499 ( 0.6)	48,737	100%	502 ( 0.2)
Gap Participating vs Non-Participating												-32*
Extended School Services												
Participating Students	72	59%	512 ( 2.9)	267	33%	505 ( 1.5)	1,008	31%	501 ( 1.0)	9,973	20%	496 ( 0.3)
Not Participating	51	41%	501 ( 5.3)	549	67%	501 ( 1.5)	2,198	69%	497 ( 0.8)	38,883	80%	504 ( 0.2)
Gap Participating vs Non-Participating			11			4			4*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

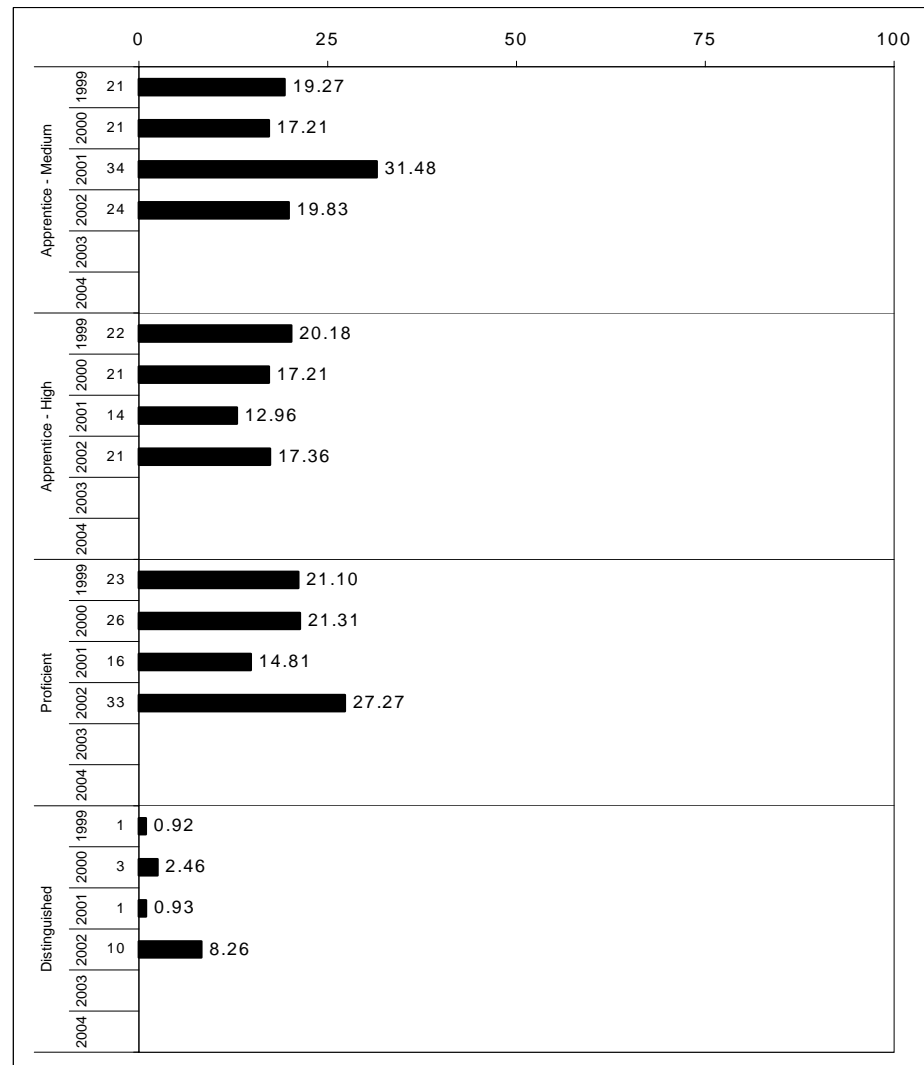
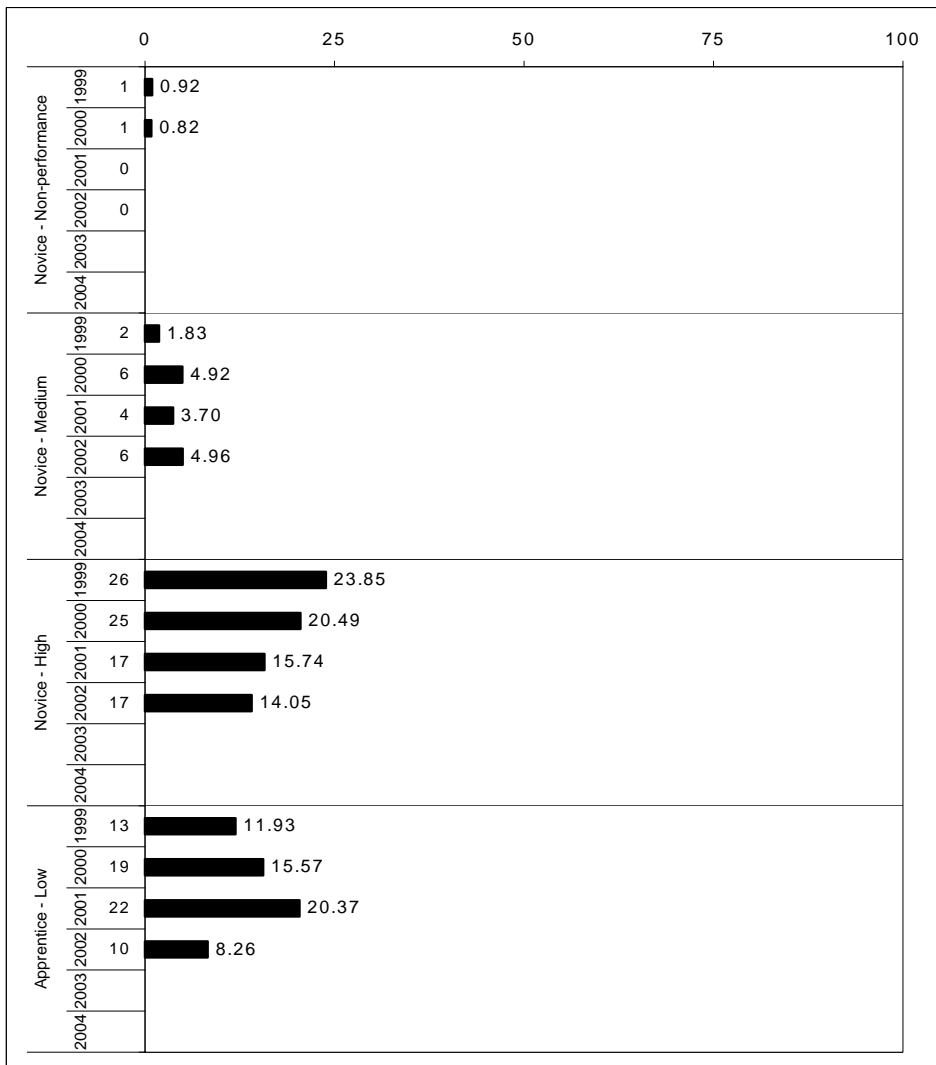
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	11	9%	538 ( 4.6)	73	9%	532 ( 2.5)	527	16%	526 ( 1.1)	8,226	17%	530 ( 0.3)
Not Participating	112	91%	504 ( 2.9)	743	91%	499 ( 1.1)	2,679	84%	493 ( 0.7)	40,630	83%	497 ( 0.2)
<i>Gap Participating vs Non-Participating</i>			34*			33*			33*			33*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	56%	501 ( 2.6)	498	61%	497 ( 1.4)	2,125	66%	492 ( 0.7)	22,205	45%	491 ( 0.2)
Not Approved (includes not coded)	54	44%	515 ( 5.3)	318	39%	511 ( 1.7)	1,081	34%	511 ( 1.0)	26,651	55%	512 ( 0.2)
<i>Gap Approved vs Not Approved</i>			-14*			-14*			-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)	115	93%	509 ( 2.8)	750	92%	505 ( 1.1)	2,832	88%	503 ( 0.6)	43,093	88%	506 ( 0.1)
Students with Disabilities	8	7%		66	8%	471 ( 4.7)	374	12%	467 ( 2.0)	5,763	12%	472 ( 0.5)
Tested with Accommodations	7	6%		54	7%	473 ( 5.5)	308	10%	466 ( 2.1)	4,117	8%	471 ( 0.6)
Tested without Accommodations	1	1%		12	1%	462 ( 8.7)	66	2%	471 ( 5.6)	1,646	3%	473 ( 1.1)
<i>Gap With vs Without</i>						-34*			-36*			-34*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

**SOCIAL STUDIES SUB-DOMAIN MEAN SCORES**

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	48	2.4	2.3									
Culture & Society	25	2.6	2.5									
Economics	16	2.6	2.4									
Geography	24	2.4	2.3									
History	61	2.4	2.3									

School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

OPEN RESPONSE	No. Items	SCHOOL										STATE									School -State
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	10	200	0	5	13	41	35	7	2.3	0.1	77,741	1	5	17	41	28	8	2.2	0.1		
1.1.x - People Form Governments	3	60	0	8	13	35	33	10	2.2	0.1	23,418	1	7	19	39	27	7	2.1	0.1		
1.2.x - Limited and Shared Power	0	0									0										
1.3.x - Citizen:Rights/Responsib.	7	140	0	4	13	43	36	5	2.3	0.1	54,323	1	4	16	42	29	8	2.2	0.1		
2.x.x - Culture & Society	6	119	0	5	19	35	33	8	2.2	0.1	46,831	1	5	17	41	29	8	2.2	0.0		
2.1.x - Culture is a System	2	40	0	3	23	48	20	8	2.1	0.2	15,465	1	7	18	40	26	8	2.1	0.0		
2.2.x - Cultures Address Needs	2	40	0	5	28	43	18	8	2.0	0.2	15,465	1	7	21	37	26	9	2.1	-0.1		
2.3.x - Social Institutions	2	40	0	8	15	33	38	8	2.2	0.1	15,890	1	3	16	45	28	6	2.2	0.0		
2.4.x - Social Interactions	2	39	0	5	5	26	49	15	2.6	0.1	15,685	1	1	10	42	37	9	2.4	0.2		
3.x.x - Economics	4	80	0	4	13	39	34	11	2.4	0.1	30,938	1	3	16	41	31	8	2.2	0.2		
3.1.x - Economic Problem:Scarcity	2	40	0	8	5	35	45	8	2.4	0.1	15,453	0	2	11	42	36	9	2.4	0.0		
3.2.x - Economic Sys./Institutions	0	0									0										
3.3.x - Market/Goods/Services	1	20	0	0	20	30	25	25	2.6	0.2	7,749	0	4	19	39	31	7	2.2	0.4		
3.4.x - Produce/Distribute/Consume	1	20	0	0	20	55	20	5	2.1	0.2	7,736	1	3	26	41	23	6	2.0	0.1		
4.x.x - Geography	6	117	0	3	15	41	30	10	2.3	0.1	46,447	1	4	14	44	28	8	2.2	0.1		
4.1.x - Earth's Surface Patterns	3	59	0	7	20	32	32	8	2.2	0.1	23,218	1	5	16	45	26	7	2.1	0.1		
4.2.x - Human/Phys. Char./Regions	4	78	0	5	18	35	31	12	2.3	0.1	30,958	1	5	15	44	28	8	2.2	0.1		
4.3.x - Humans/Move ... Interact	1	20	0	0	5	70	20	5	2.3	0.2	7,749	1	5	16	46	26	6	2.1	0.2		
4.4.x - Human/Environ. Interaction	1	19	0	0	16	37	37	11	2.4	0.2	7,740	1	2	12	40	33	11	2.4	0.0		
5.x.x - History	14	278	0	5	12	43	34	6	2.2	0.1	108,726	1	5	16	40	31	8	2.2	0.0		
5.1.x - History/Interpretive	6	119	0	5	14	41	34	6	2.2	0.1	46,819	1	5	17	40	29	8	2.2	0.0		
5.2.x - History of United States	8	159	0	7	13	45	28	8	2.2	0.1	62,287	1	5	18	40	28	8	2.1	0.1		
5.3.x - World History	4	80	0	3	9	39	44	6	2.4	0.1	30,963	1	3	12	41	34	9	2.3	0.1		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

MULTIPLE CHOICE	No.	SCHOOL						STATE					School -State
		No.	Percents			Std.	No.	Percents					
			Correct	Incorrect	Omit/Mult			Correct	Incorrect	Omit/Mult			
1.x.x - Government & Civics	38	852	66	34	0	0.66	0.02	334,329	66	34	0	0.66	0.00
1.1.x - People Form Governments	18	416	68	32	0	0.68	0.02	163,302	67	33	0	0.67	0.01
1.2.x - Limited and Shared Power	10	218	61	39	0	0.61	0.03	85,326	63	37	0	0.63	-0.02
1.3.x - Citizen:Rights/Responsib.	17	395	69	31	0	0.69	0.02	155,749	69	31	0	0.69	0.00
2.x.x - Culture & Society	19	457	78	22	0	0.78	0.02	178,765	74	26	0	0.74	0.04
2.1.x - Culture is a System	3	79	86	14	0	0.86	0.04	31,379	81	19	0	0.81	0.05
2.2.x - Cultures Address Needs	6	159	83	17	0	0.83	0.03	62,088	80	20	0	0.80	0.03
2.3.x - Social Institutions	3	60	50	50	0	0.50	0.06	23,177	57	43	0	0.57	-0.07
2.4.x - Social Interactions	7	159	79	21	0	0.79	0.04	62,121	69	31	0	0.69	0.10
3.x.x - Economics	12	277	79	21	0	0.79	0.03	108,715	69	31	0	0.69	0.10
3.1.x - Economic Problem:Scarcity	2	40	73	28	0	0.73	0.07	15,478	66	34	0	0.66	0.07
3.2.x - Economic Sys./Institutions	3	60	80	20	0	0.80	0.06	23,214	67	33	0	0.67	0.13
3.3.x - Market/Goods/Services	4	119	83	17	0	0.83	0.04	46,807	76	24	0	0.76	0.07
3.4.x - Produce/Distribute/Consume	3	58	72	28	0	0.72	0.06	23,216	61	39	0	0.61	0.11
4.x.x - Geography	18	457	68	32	0	0.68	0.02	178,747	69	31	0	0.69	-0.01
4.1.x - Earth's Surface Patterns	3	59	56	44	0	0.56	0.06	23,213	65	35	0	0.65	-0.09
4.2.x - Human/Phys. Char./Regions	6	140	53	47	0	0.53	0.04	54,552	60	40	0	0.60	-0.07
4.3.x - Humans/Move ... Interact	8	178	66	34	0	0.66	0.03	69,873	69	31	0	0.69	-0.03
4.4.x - Human/Environ. Interaction	10	280	70	30	0	0.70	0.03	109,091	69	31	0	0.69	0.01
5.x.x - History	47	1,110	69	31	0	0.69	0.01	435,483	65	35	0	0.65	0.04
5.1.x - History/Interpretive	13	318	62	38	0	0.62	0.03	124,233	59	41	0	0.59	0.03
5.2.x - History of United States	27	636	71	29	0	0.71	0.02	248,748	67	33	0	0.67	0.04
5.3.x - World History	18	395	67	33	0	0.67	0.02	155,565	62	38	0	0.62	0.05



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	1	<b>1%</b>	(1%)	11	<b>9%</b>	(23%)	68	<b>57%</b>	(57%)	39	<b>33%</b>	(18%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	2	<b>2%</b>	(1%)	2	<b>2%</b>	(8%)	87	<b>73%</b>	(69%)	28	<b>24%</b>	(20%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1	<b>1%</b>	(2%)	0	<b>0%</b>	(4%)	17	<b>14%</b>	(21%)	99	<b>83%</b>	(71%)	2	<b>2%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	1	<b>1%</b>	(2%)	6	<b>5%</b>	(13%)	1	<b>1%</b>	(8%)	10	<b>8%</b>	(27%)	101	<b>85%</b>	(49%)
40 do you work on worksheets	9	<b>8%</b>	(2%)	27	<b>23%</b>	(16%)	15	<b>13%</b>	(15%)	42	<b>35%</b>	(37%)	26	<b>22%</b>	(29%)
41 do you use materials other than a textbook or worksheets	17	<b>14%</b>	(10%)	51	<b>43%</b>	(36%)	26	<b>22%</b>	(22%)	16	<b>13%</b>	(20%)	9	<b>8%</b>	(10%)
42 do you work with other students in pairs, small groups or teams	21	<b>18%</b>	(8%)	54	<b>45%</b>	(43%)	25	<b>21%</b>	(21%)	15	<b>13%</b>	(19%)	4	<b>3%</b>	(8%)
43 do you discuss current issues or topics	1	<b>1%</b>	(4%)	10	<b>8%</b>	(17%)	8	<b>7%</b>	(18%)	26	<b>22%</b>	(28%)	73	<b>61%</b>	(32%)
44 is instruction organized around essential questions	5	<b>4%</b>	(5%)	12	<b>10%</b>	(17%)	16	<b>13%</b>	(19%)	42	<b>35%</b>	(30%)	42	<b>35%</b>	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	38	<b>32%</b>	(25%)	41	<b>34%</b>	(33%)	17	<b>14%</b>	(14%)	14	<b>12%</b>	(14%)	7	<b>6%</b>	(12%)
46 do you answer open-response items	7	<b>6%</b>	(6%)	62	<b>52%</b>	(46%)	23	<b>19%</b>	(21%)	19	<b>16%</b>	(16%)	8	<b>7%</b>	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

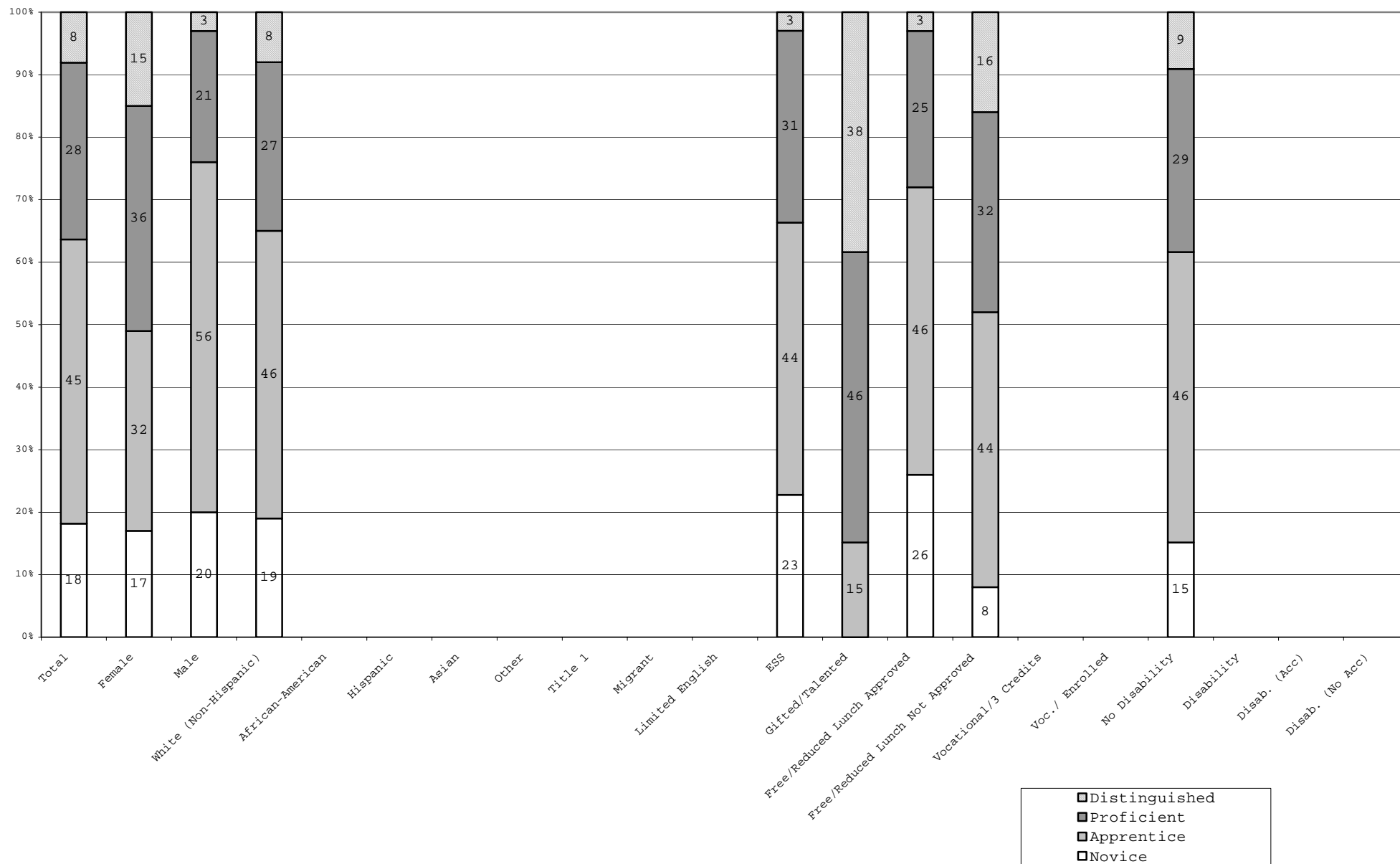
Run Date: 05/07/2003

Page: 37



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

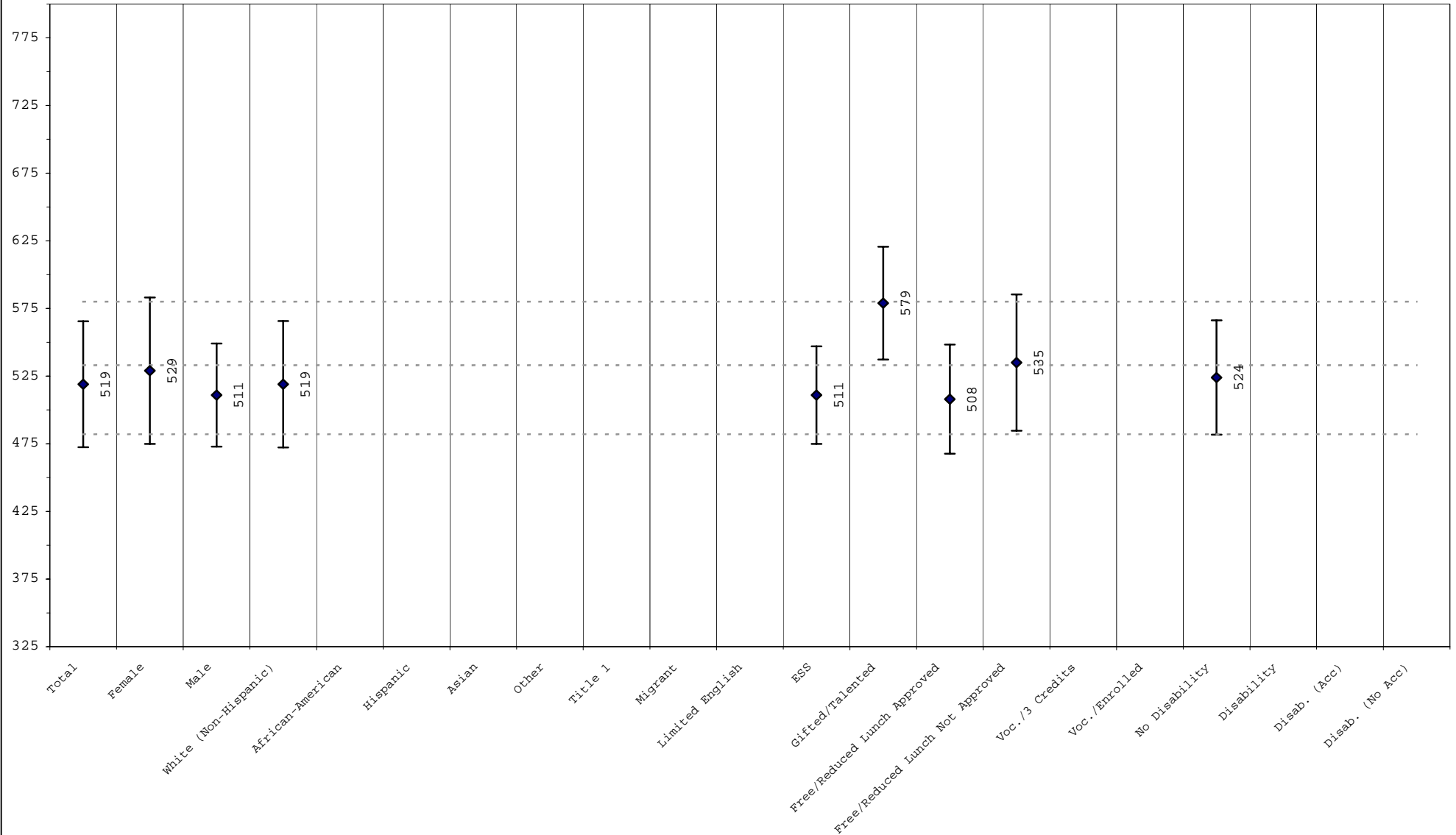


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	119		519 ( 4.3)	746		512 ( 1.4)	3,135		505 ( 0.8)	46,957		513 ( 0.2)
Gender:												
Female	53	45%	529 ( 7.4)	354	47%	520 ( 2.1)	1,477	47%	513 ( 1.1)	22,893	49%	520 ( 0.3)
Male	66	55%	511 ( 4.7)	392	53%	505 ( 1.9)	1,656	53%	498 ( 1.1)	24,042	51%	506 ( 0.3)
Gap Female vs Male			18*			15*			15*			14*
Ethnicity												
White (Non-Hispanic)	118	99%	519 ( 4.3)	733	98%	512 ( 1.4)	3,084	98%	505 ( 0.8)	40,780	87%	516 ( 0.2)
African-American				1			14		498 (13.1)	4,723	10%	490 ( 0.7)
Hispanic				4	1%		8			453	1%	504 ( 2.2)
Asian				2			6			311	1%	542 ( 3.5)
Other	1	1%		5	1%		13		507 (10.9)	547	1%	509 ( 2.0)
Gap White vs African American									7			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-26*
Gap White vs Other									-2			7*
Title I												
Participating Students				383	51%	512 ( 1.8)	2,671	85%	503 ( 0.8)	21,583	46%	506 ( 0.3)
Not Participating	119	100%	519 ( 4.3)	363	49%	512 ( 2.2)	464	15%	517 ( 2.0)	25,374	54%	519 ( 0.3)
Gap Participating vs Non-Participating									-14*			-13*
Migrant Program												
Participating Students	1	1%		12	2%	500 (10.3)	34	1%	487 ( 7.3)	449	1%	492 ( 2.0)
Not Participating	118	99%	519 ( 4.3)	734	98%	512 ( 1.4)	3,101	99%	505 ( 0.8)	46,508	99%	513 ( 0.2)
Gap Participating vs Non-Participating						-12			-18*			-21*
Limited English Proficiency												
Participating Students							1			118		477 ( 4.5)
Not Participating	119	100%	519 ( 4.3)	746	100%	512 ( 1.4)	3,134	100%	505 ( 0.8)	46,839	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students	39	33%	511 ( 5.8)	131	18%	511 ( 3.3)	621	20%	509 ( 1.7)	7,703	16%	504 ( 0.5)
Not Participating	80	67%	523 ( 5.7)	615	82%	512 ( 1.6)	2,514	80%	504 ( 0.9)	39,254	84%	515 ( 0.2)
Gap Participating vs Non-Participating			-12			-1			5*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

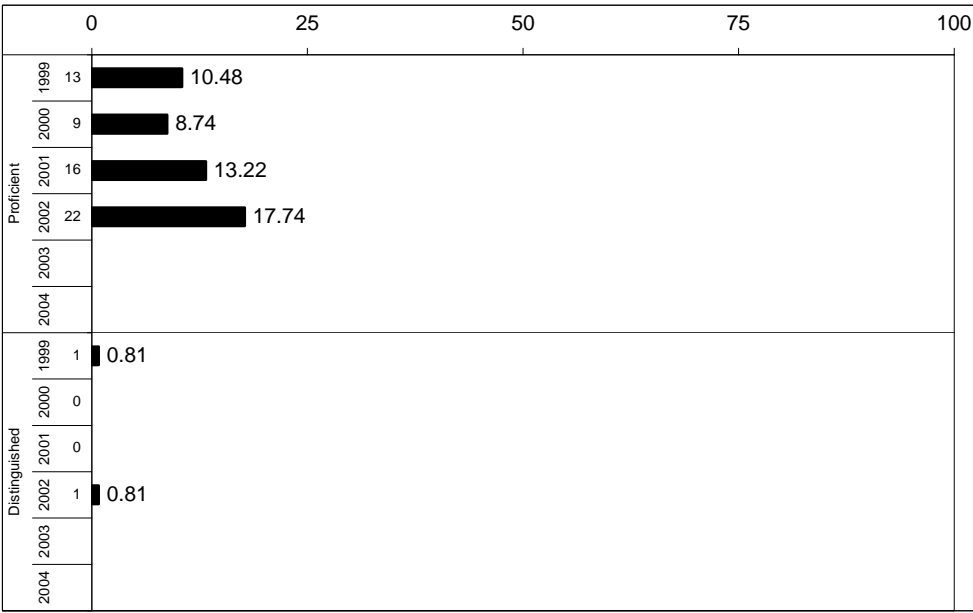
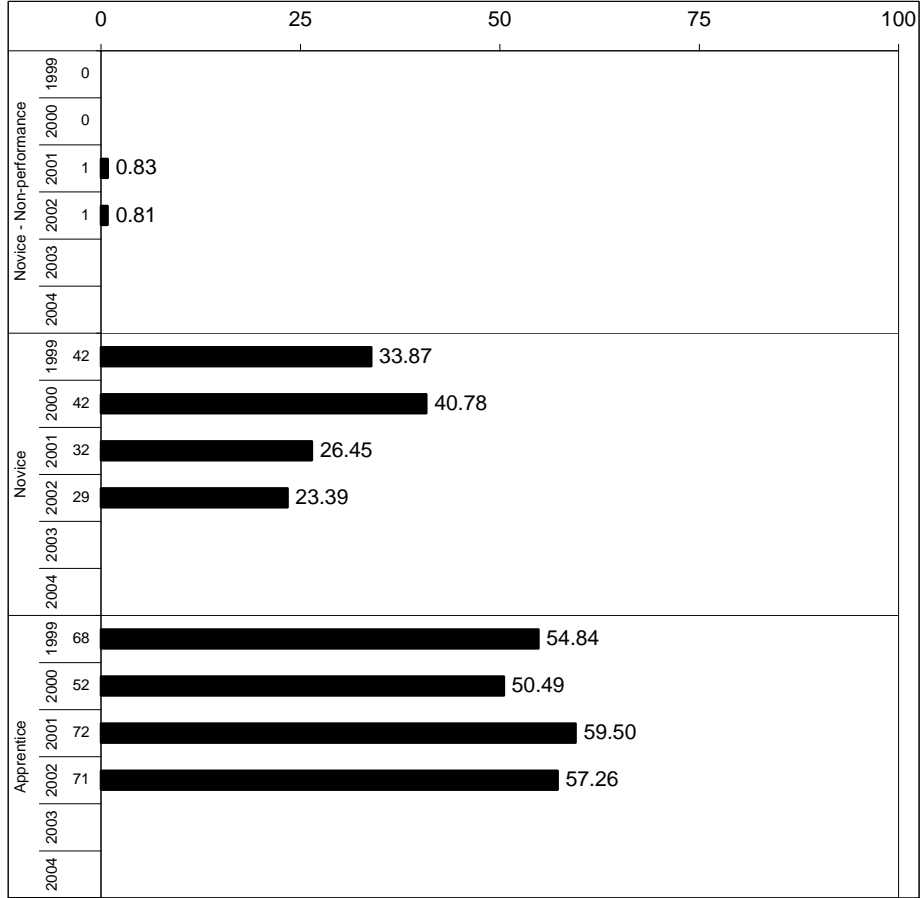
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	13	11%	579 (11.6)	57	8%	562 ( 4.4)	496	16%	548 ( 1.7)	8,093	17%	556 ( 0.5)
Not Participating	106	89%	512 ( 4.0)	689	92%	508 ( 1.4)	2,639	84%	497 ( 0.8)	38,864	83%	504 ( 0.2)
<i>Gap Participating vs Non-Participating</i>			67*			54*			51*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	58%	508 ( 4.9)	411	55%	506 ( 1.7)	2,027	65%	496 ( 0.9)	20,016	43%	495 ( 0.3)
Not Approved (includes not coded)	50	42%	535 ( 7.1)	335	45%	520 ( 2.3)	1,108	35%	522 ( 1.3)	26,941	57%	526 ( 0.3)
<i>Gap Approved vs Not Approved</i>			-27*			-14*			-26*			-31*
Disability Status												
Students without Disabilities (includes not coded)	112	94%	524 ( 4.0)	682	91%	517 ( 1.4)	2,789	89%	512 ( 0.8)	41,500	88%	519 ( 0.2)
Students with Disabilities	7	6%		64	9%	458 ( 4.3)	346	11%	453 ( 2.1)	5,457	12%	464 ( 0.6)
Tested with Accommodations	4	3%		44	6%	458 ( 4.4)	275	9%	453 ( 2.2)	3,701	8%	461 ( 0.6)
Tested without Accommodations	3	3%		20	3%	459 ( 9.8)	71	2%	454 ( 6.0)	1,756	4%	472 ( 1.1)
<i>Gap With vs Without</i>						-59*			-59*			-55*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

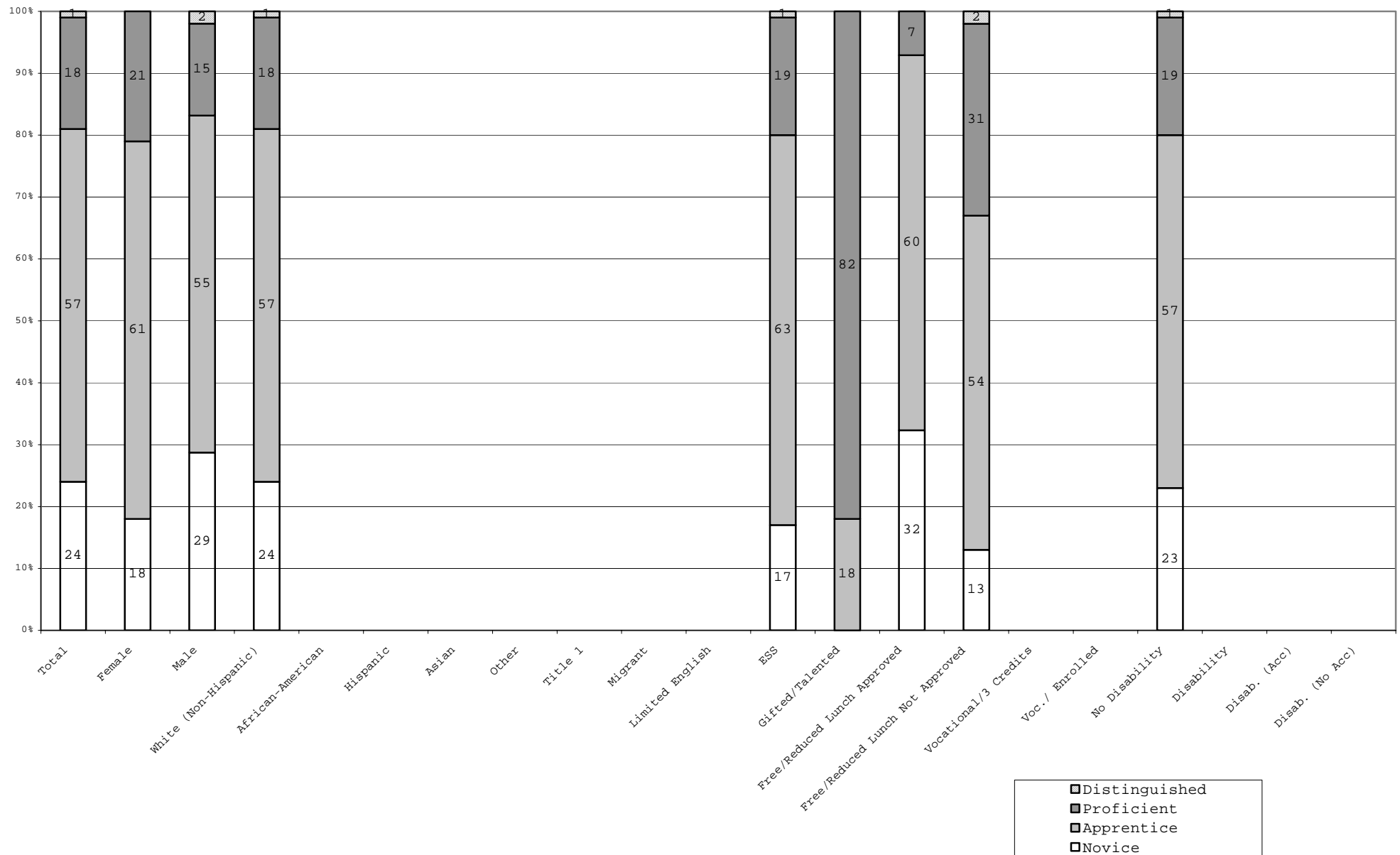


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

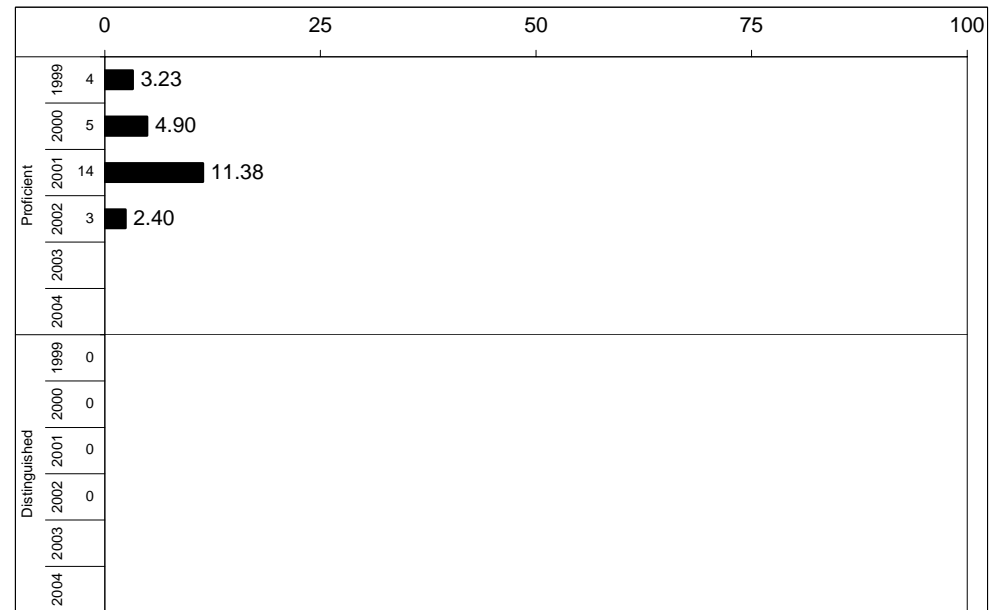
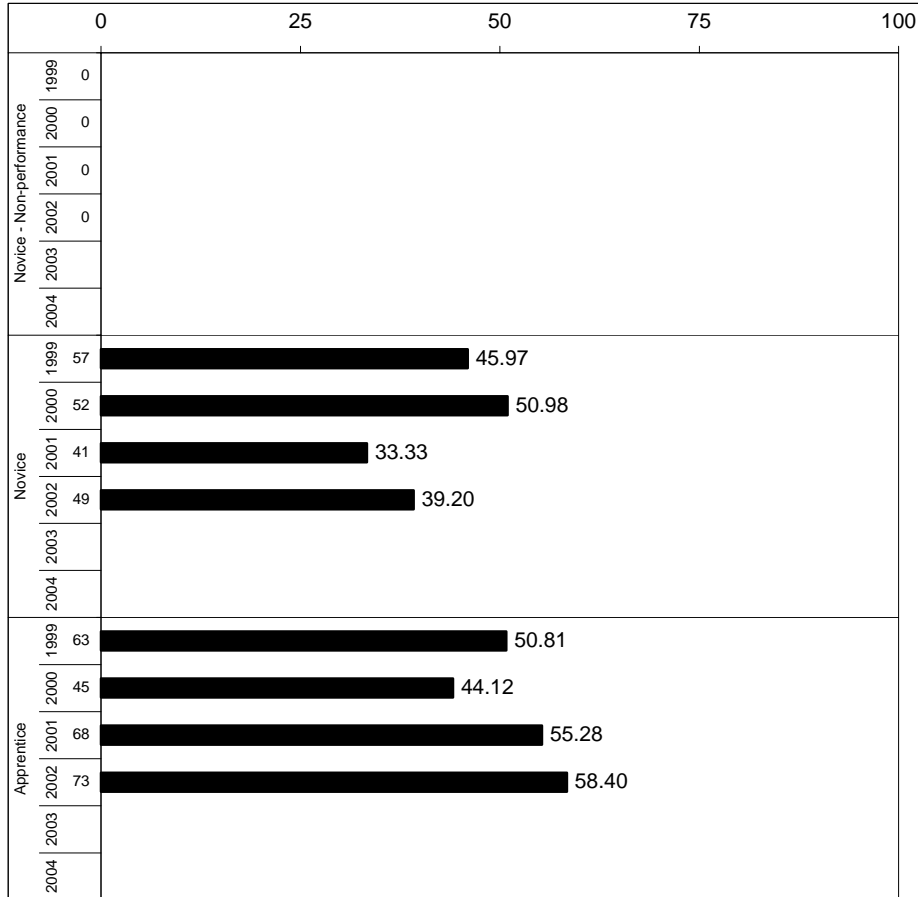
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	122		805		3,180		48,361	
Gender:								
Female	56	46	366	45	1,515	48	23,415	48
Male	66	54	439	55	1,663	52	24,917	52
Ethnicity								
White (Non-Hispanic)	121	99	797	99	3,124	98	41,712	86
African-American			1		19	1	5,061	10
Hispanic			2		4		439	1
Asian					8		317	1
Other	1	1	3		13		596	1
Title I			384	48	2,656	84	22,622	47
Migrant Program	1	1	18	2	49	2	541	1
Limited English Proficiency			1		2		118	
Extended School Services	72	59	267	33	1,005	32	9,942	21
Gifted and Talented Program	11	9	73	9	527	17	8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	68	56	489	61	2,102	66	21,952	45
Not Approved (includes not coded)	54	44	316	39	1,078	34	26,409	55
Disability Status								
Students without Disabilities (includes not coded)	114	93	741	92	2,813	88	42,667	88
Students with Disabilities	8	7	64	8	367	12	5,694	12
Tested with Accommodations	7	6	52	6	302	9	4,069	8
Tested without Accommodations	1	1	12	1	65	2	1,625	3
Alternate Portfolio	2	2%	10	1%	36	1%	410	1%
Exemptions (Portfolio)								
Medical							53	
LEP							207	
Other	1		11		29		574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

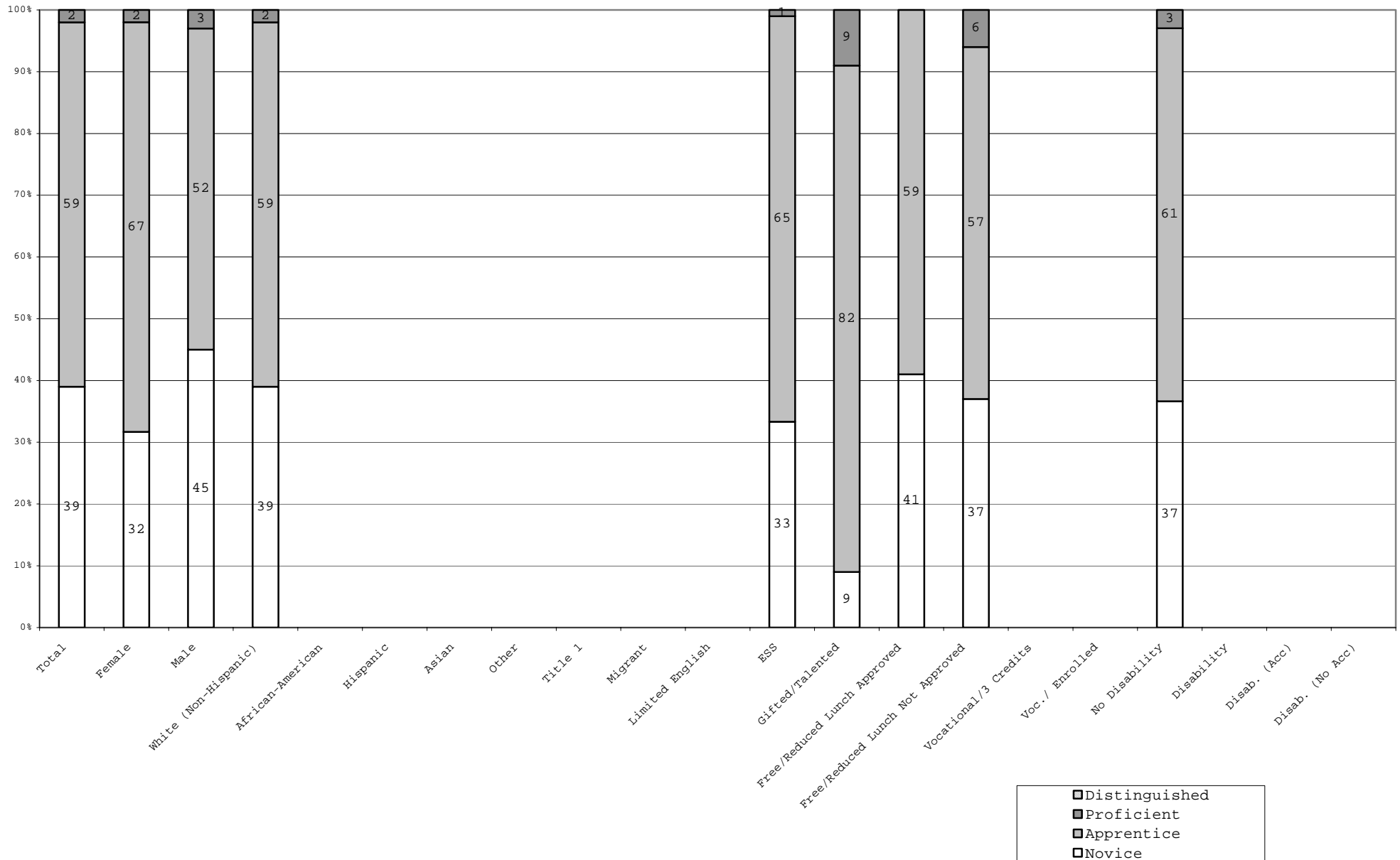
School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 07

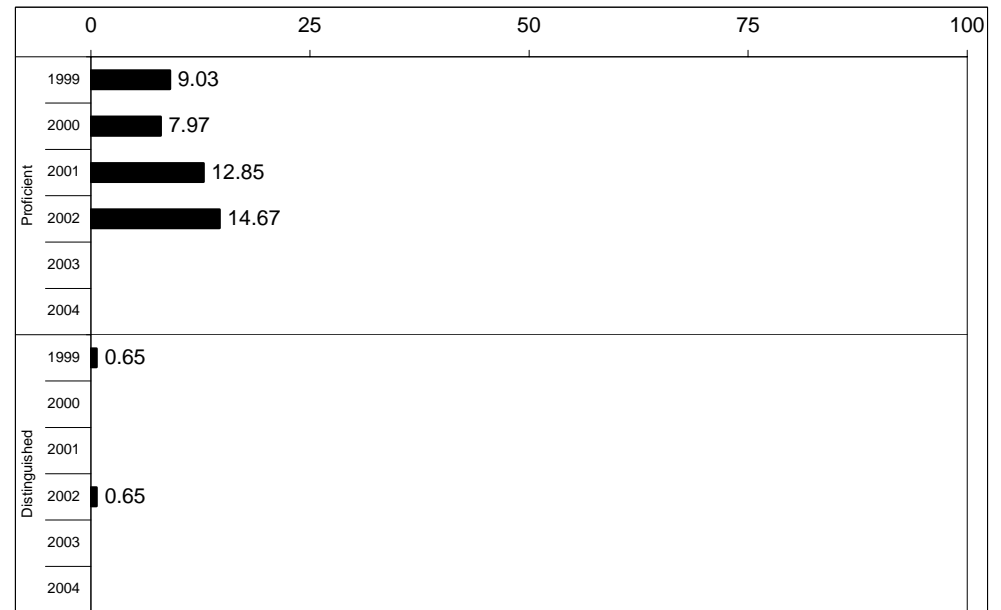
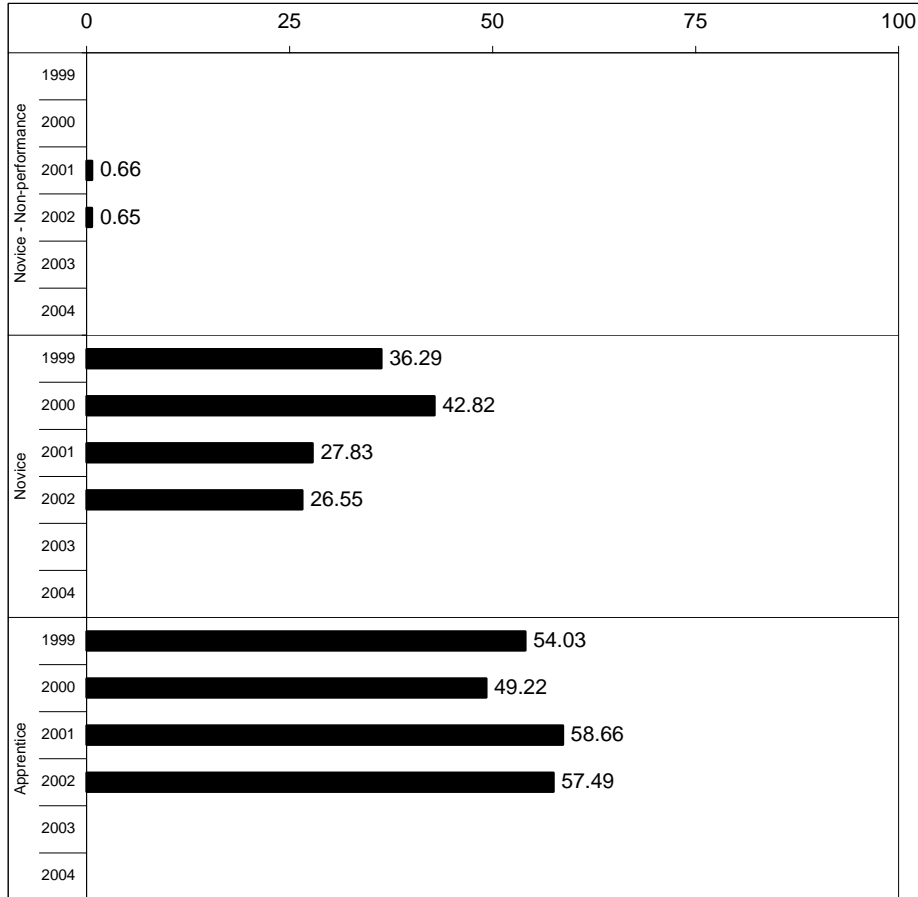
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	123		816		3,206		48,856	
Gender:								
Female	57	46%	371	45%	1,521	47%	23,609	48%
Male	66	54%	445	55%	1,682	52%	25,213	52%
Ethnicity								
White (Non-Hispanic)	121	98%	806	99%	3,147	98%	42,088	86%
African-American			1		19	1%	5,129	10%
Hispanic	1	1%	3		5		449	1%
Asian					8		327	1%
Other	1	1%	3		13		615	1%
Title I			389	48%	2,676	83%	22,844	47%
Migrant Program	1	1%	19	2%	50	2%	554	1%
Limited English Proficiency			1		2		119	
Extended School Services	72	59%	267	33%	1,008	31%	9,973	20%
Gifted and Talented Program	11	9%	73	9%	527	16%	8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	69	56%	498	61%	2,125	66%	22,205	45%
Not Approved (includes not coded)	54	44%	318	39%	1,081	34%	26,651	55%
Disability Status								
Students without Disabilities (includes not coded)	115	93%	750	92%	2,832	88%	43,093	88%
Students with Disabilities	8	7%	66	8%	374	12%	5,763	12%
Tested with Accommodations	7	6%	54	7%	308	10%	4,117	8%
Tested without Accommodations	1	1%	12	1%	66	2%	1,646	3%
Alternate Portfolio	2	2%	10	1%	36	1%	410	1%
Exemptions (On-Demand)								
Medical					4		146	
LEP							206	
Other							13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 07

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
01 How well do you think you did on this test		1	1%	(1%)	3	2%	(2%)	59	48%	(58%)	52	42%	(30%)	8	7%	(8%)			
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
02 How hard did you try on this test		1	1%	(1%)	2	2%	(2%)	12	10%	(15%)	100	81%	(74%)	8	7%	(8%)			
		<u>Sometimes but</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>					
03 How often have you written in the forms (for example, letter, article, editorial) asked for on the On-Demand section of this test		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
		2	2%	(3%)	43	35%	(47%)	24	20%	(16%)	32	26%	(17%)	14	11%	(8%)	8	7%	(9%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>											
04 Did you keep a working writing folder before this school year		100	81%	(79%)	15	12%	(12%)	8	7%	(9%)									

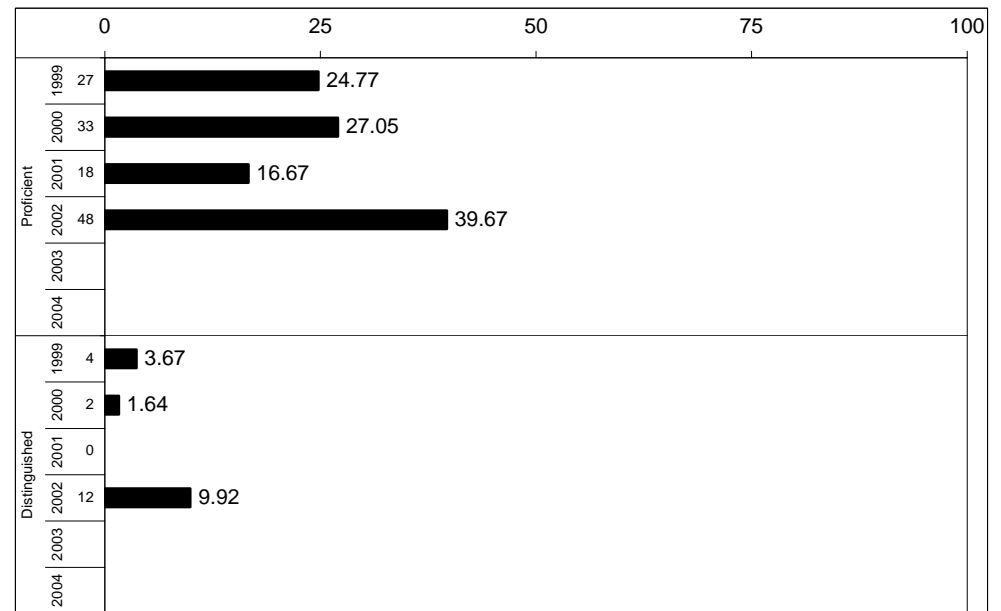
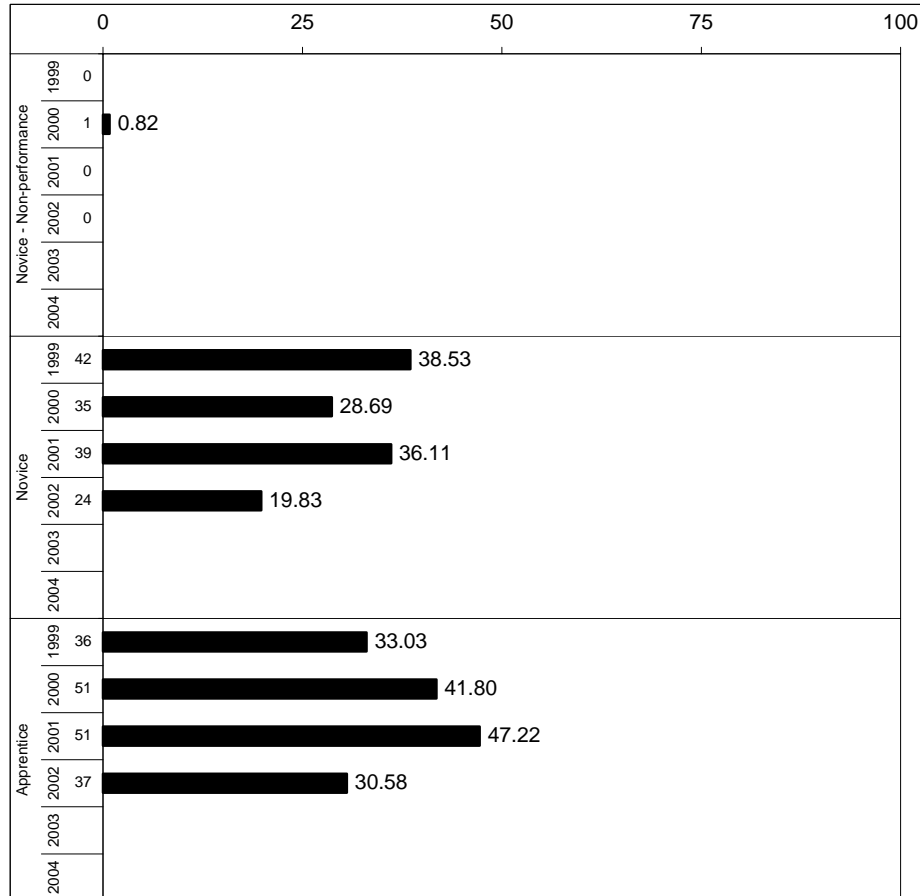
Legend:    Number of students is listed first.    Bold = School/District Percentage    ( ) = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

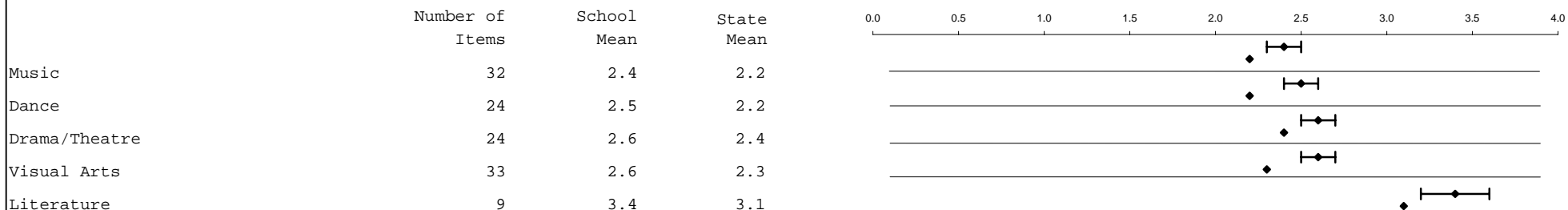




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**



School: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

OPEN RESPONSE	No. Items	SCHOOL									STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							
	B	0	1	2	3	4	B	0	1			2	3	4						
1.x.x - Music	7	70	0	1	16	33	37	13	2.4	0.1	27,245	1	4	18	41	28	8	2.2	0.2	
2.x.x - Dance	5	50	0	8	12	34	34	12	2.3	0.1	19,562	1	8	20	40	25	6	2.0	0.3	
3.x.x - Drama/Theatre	5	50	0	2	14	32	34	18	2.5	0.1	19,332	1	4	17	43	27	8	2.2	0.3	
4.x.x - Visual Arts	8	78	0	4	17	23	36	21	2.5	0.1	30,940	1	5	22	43	24	6	2.0	0.5	
5.x.x - Literature	0	0									0									
MULTIPLE CHOICE			<u>Correct</u> <u>Incorrect</u> <u>Omit/Mult</u>									<u>Correct</u> <u>Incorrect</u> <u>Omit/Mult</u>								
	1.x.x - Music	25	248	59	41	0			0.59	0.03	97,091	57	43	0			0.57	0.02		
	2.x.x - Dance	19	188	70	30	0			0.70	0.03	73,915	65	36	0			0.64	0.06		
	3.x.x - Drama/Theatre	19	188	68	32	0			0.68	0.03	73,919	70	30	0			0.70	-0.02		
	4.x.x - Visual Arts	25	248	66	34	0			0.66	0.03	97,125	68	32	0			0.68	-0.02		
	5.x.x - Literature	9	90	84	16	0			0.84	0.04	34,818	77	23	0			0.77	0.07		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>					
16 How many of the arts and humanities questions tested things you learned in school	3	3%	(7%)	44	37%	(44%)	57	48%	(38%)	15	13%	(10%)	0	0%	(1%)			
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
17 How well do you think you did on this test	6	5%	(3%)	11	9%	(16%)	80	67%	(64%)	21	18%	(16%)	1	1%	(2%)			
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
18 How hard did you try on this test	1	1%	(2%)	1	1%	(5%)	13	11%	(20%)	104	87%	(72%)	0	0%	(1%)			
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>			<u>Invalid Response</u>		
19 During a typical school week, how much class time do you spend on arts and humanities	13	11%	(12%)	49	41%	(33%)	32	27%	(27%)	15	13%	(13%)	10	8%	(14%)	0	0%	(1%)
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>			<u>Invalid Response</u>		
20 How often do you complete written assignments about arts and humanities	15	13%	(19%)	51	43%	(42%)	21	18%	(16%)	19	16%	(15%)	13	11%	(7%)	0	0%	(1%)
	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>											
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	84	71%	(67%)	35	29%	(30%)	0	0%	(3%)									

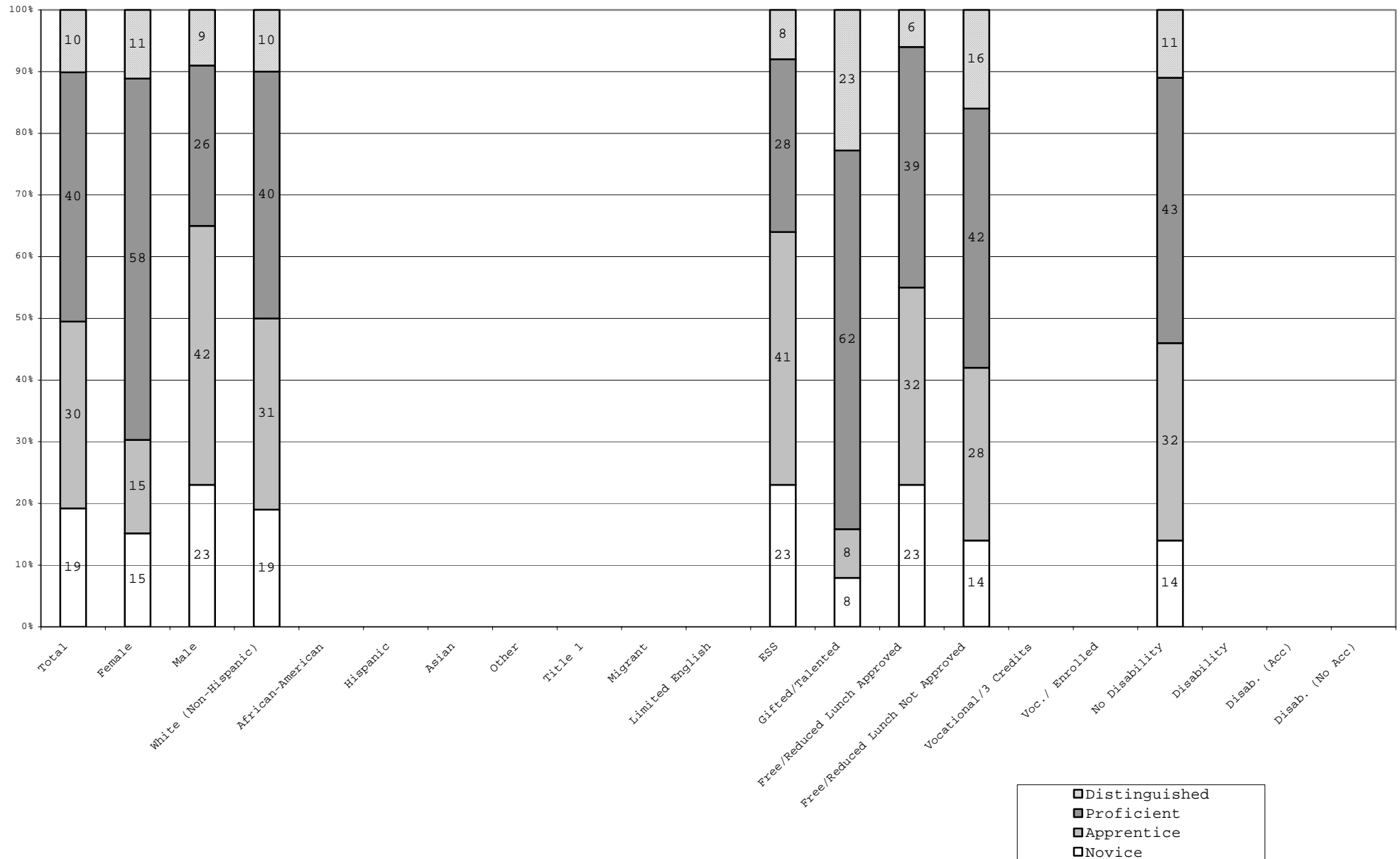
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

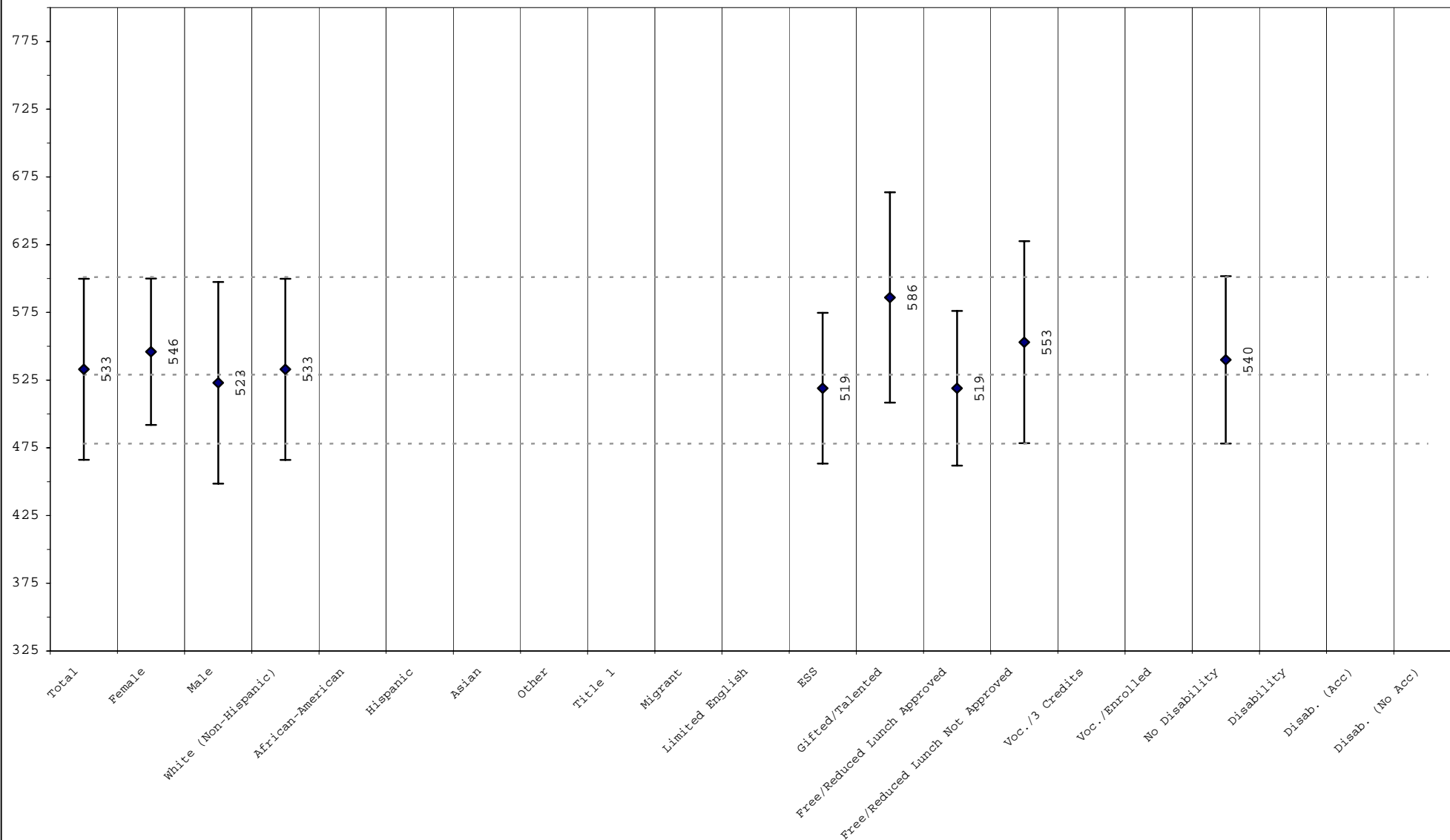


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	119		533 ( 6.1)	746		510 ( 2.1)	3,135		501 ( 1.1)	46,957		513 ( 0.3)
Gender:												
Female	53	45%	546 ( 7.4)	354	47%	525 ( 2.8)	1,477	47%	516 ( 1.4)	22,893	49%	527 ( 0.4)
Male	66	55%	523 ( 9.2)	392	53%	495 ( 3.0)	1,656	53%	487 ( 1.5)	24,042	51%	499 ( 0.4)
Gap Female vs Male			23			30*			29*			28*
Ethnicity												
White (Non-Hispanic)	118	99%	533 ( 6.2)	733	98%	510 ( 2.1)	3,084	98%	500 ( 1.1)	40,780	87%	516 ( 0.3)
African-American				1			14		506 (16.4)	4,723	10%	487 ( 0.9)
Hispanic				4	1%		8			453	1%	503 ( 3.2)
Asian				2			6			311	1%	550 ( 4.8)
Other	1	1%		5	1%		13		491 (18.2)	547	1%	506 ( 2.9)
Gap White vs African American									-6			29*
Gap White vs Hispanic												13*
Gap White vs Asian												-34*
Gap White vs Other									9			10*
Title I												
Participating Students				383	51%	508 ( 2.6)	2,671	85%	497 ( 1.1)	21,583	46%	503 ( 0.4)
Not Participating	119	100%	533 ( 6.1)	363	49%	511 ( 3.4)	464	15%	520 ( 3.1)	25,374	54%	521 ( 0.4)
Gap Participating vs Non-Participating						-3			-23*			-18*
Migrant Program												
Participating Students	1	1%		12	2%	474 (19.0)	34	1%	480 ( 9.6)	449	1%	483 ( 2.7)
Not Participating	118	99%	533 ( 6.2)	734	98%	510 ( 2.1)	3,101	99%	501 ( 1.1)	46,508	99%	513 ( 0.3)
Gap Participating vs Non-Participating						-36			-21*			-30*
Limited English Proficiency												
Participating Students							1			118		467 ( 5.4)
Not Participating	119	100%	533 ( 6.1)	746	100%	510 ( 2.1)	3,134	100%	501 ( 1.1)	46,839	100%	513 ( 0.3)
Gap Participating vs Non-Participating												-46*
Extended School Services												
Participating Students	39	33%	519 ( 8.9)	131	18%	508 ( 5.0)	621	20%	506 ( 2.4)	7,703	16%	501 ( 0.6)
Not Participating	80	67%	540 ( 7.9)	615	82%	510 ( 2.3)	2,514	80%	499 ( 1.2)	39,254	84%	515 ( 0.3)
Gap Participating vs Non-Participating			-21			-2			7*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

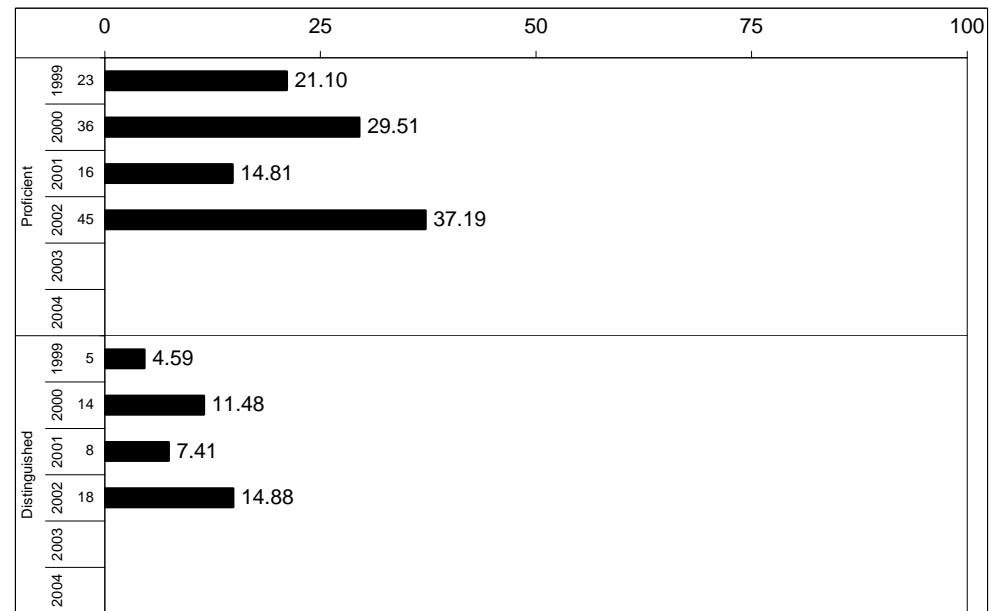
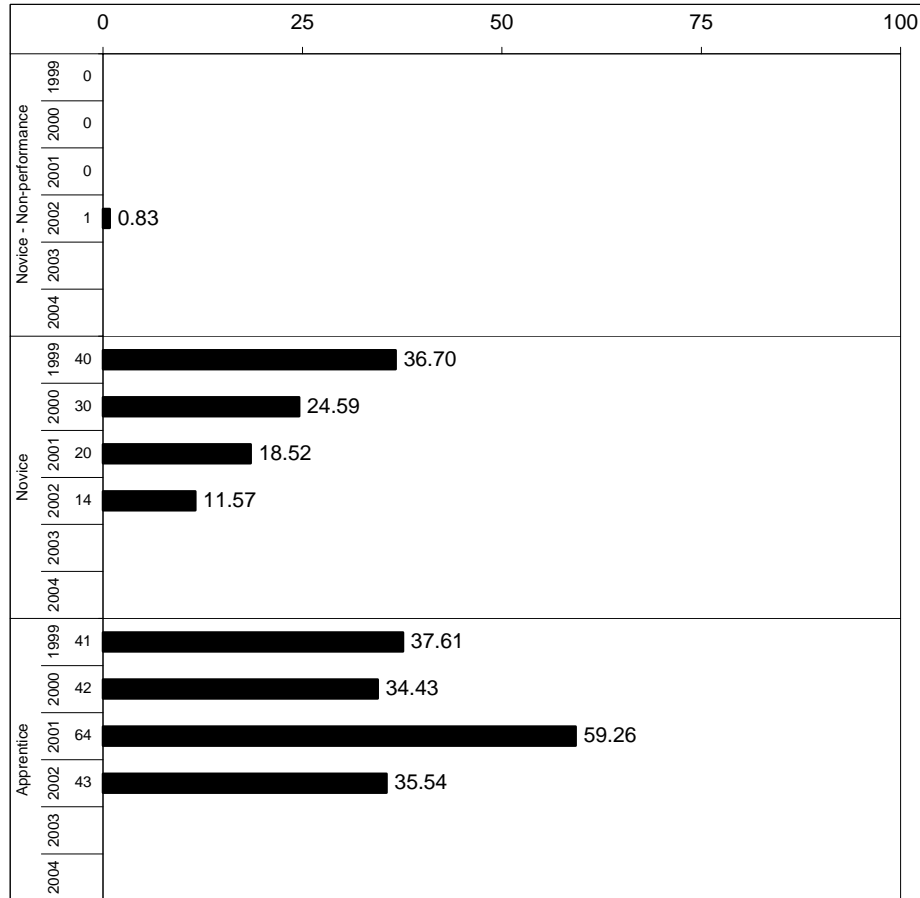
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	13	11%	586 (21.5)	57	8%	565 ( 6.7)	496	16%	549 ( 2.5)	8,093	17%	567 ( 0.8)
Not Participating	106	89%	527 ( 6.1)	689	92%	505 ( 2.1)	2,639	84%	491 ( 1.1)	38,864	83%	501 ( 0.3)
Gap Participating vs Non-Participating			59*			60*			58*			66*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	58%	519 ( 6.9)	411	55%	501 ( 2.7)	2,027	65%	490 ( 1.3)	20,016	43%	491 ( 0.4)
Not Approved (includes not coded)	50	42%	553 (10.5)	335	45%	520 ( 3.3)	1,108	35%	520 ( 1.8)	26,941	57%	529 ( 0.4)
Gap Approved vs Not Approved			-34*			-19*			-30*			-38*
Disability Status												
Students without Disabilities (includes not coded)	112	94%	540 ( 5.8)	682	91%	516 ( 2.1)	2,789	89%	508 ( 1.1)	41,500	88%	521 ( 0.3)
Students with Disabilities	7	6%		64	9%	439 ( 5.5)	346	11%	437 ( 2.6)	5,457	12%	452 ( 0.7)
Tested with Accommodations	4	3%		44	6%	434 ( 6.8)	275	9%	436 ( 2.7)	3,701	8%	448 ( 0.9)
Tested without Accommodations	3	3%		20	3%	449 ( 9.2)	71	2%	439 ( 6.8)	1,756	4%	461 ( 1.4)
Gap With vs Without						-77*			-71*			-69*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

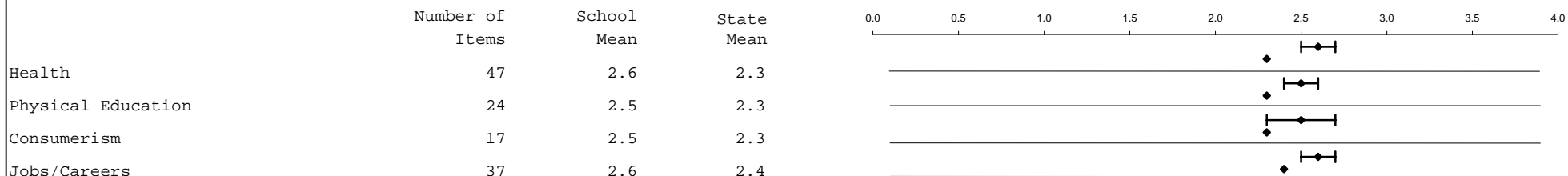




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS SUB-DOMAIN**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES



School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

OPEN RESPONSE	No. Items	SCHOOL									STATE									School -State	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
PRACTICAL LIVING																					
1.x.x - Health	9	89	0	0	9	48	31	11	2.4	0.1	34,811	1	4	18	41	28	8	2.2	0.2		
2.x.x - Physical Education	5	51	0	2	18	37	31	12	2.3	0.1	19,548	1	5	22	39	26	8	2.1	0.2		
3.x.x - Consumerism	4	39	0	0	18	33	41	8	2.4	0.2	15,433	1	4	18	43	27	8	2.2	0.2		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	8	79	0	3	8	49	30	10	2.4	0.1	31,179	1	3	18	44	27	7	2.1	0.3		
MULTIPLE CHOICE			Correct Incorrect Omit/Mult									Correct Incorrect Omit/Mult									
PRACTICAL LIVING																					
1.x.x - Health	38	376	71		29			0	0.71	0.02	147,608	67		33			0	0.67	0.04		
2.x.x - Physical Education	19	189	66		34			0	0.66	0.03	73,887	64		36			0	0.64	0.02		
3.x.x - Consumerism	13	128	73		27			0	0.73	0.04	50,494	64		36			0	0.64	0.09		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	29	289	74		26			0	0.74	0.03	112,552	68		32			0	0.67	0.07		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

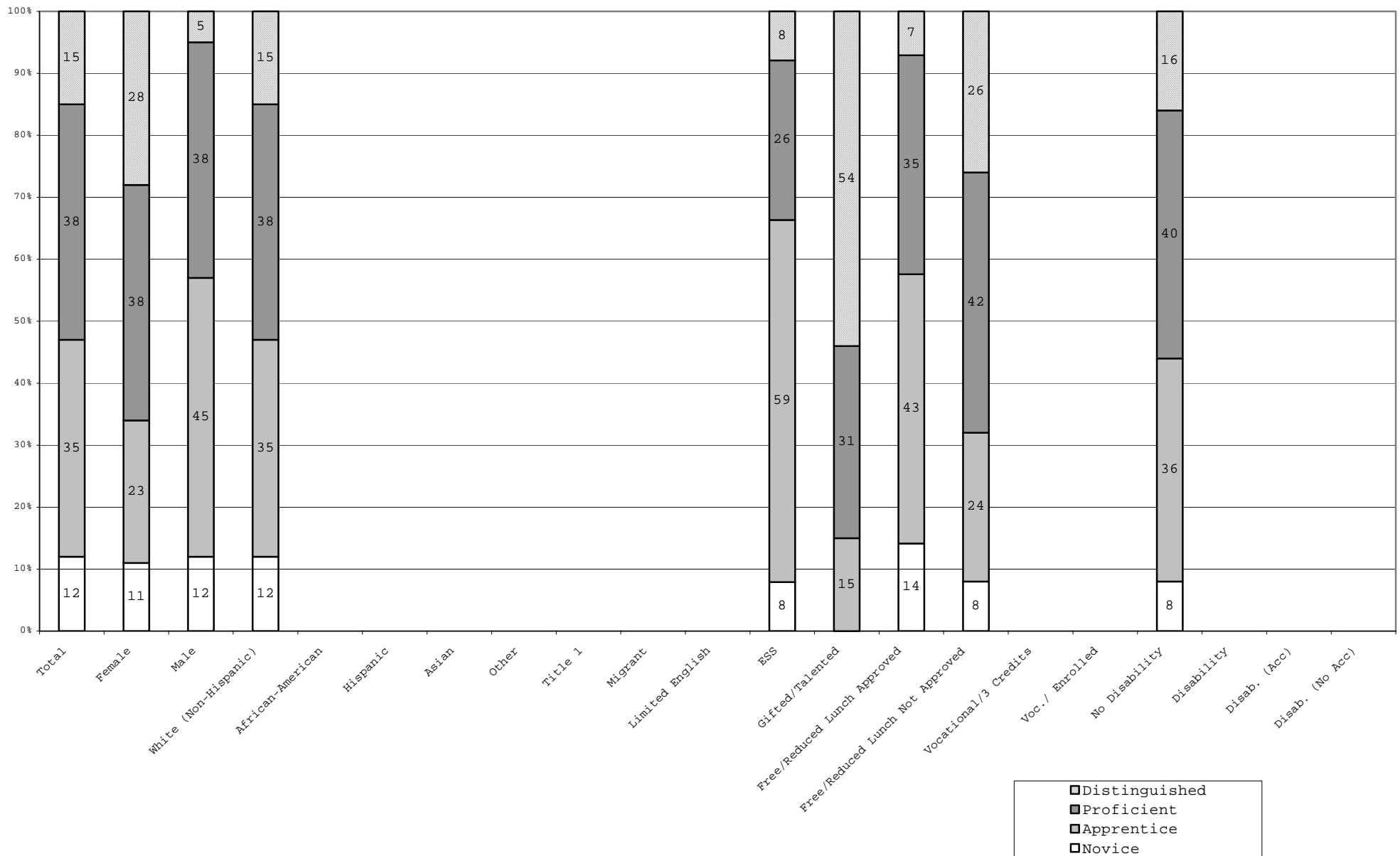
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	7 <b>6%</b> (6%)	23 <b>19%</b> (34%)	61 <b>51%</b> (41%)	27 <b>23%</b> (14%)	1 <b>1%</b> (4%)
17 How well do you think you did on this test	I Did Very Poorly 2 <b>2%</b> (2%)	I Did Poorly 5 <b>4%</b> (6%)	I Did Well 77 <b>65%</b> (60%)	I Did Very Well 35 <b>29%</b> (27%)	Invalid Response 0 <b>0%</b> (4%)
18 How hard did you try on this test	I Did Not Try 2 <b>2%</b> (2%)	I Tried a Little 1 <b>1%</b> (4%)	I Tried a Lot 11 <b>9%</b> (18%)	I Tried Very Hard 104 <b>87%</b> (72%)	Invalid Response 1 <b>1%</b> (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
PL/Vs DISAGGREGATION  
Performance Level Percents

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

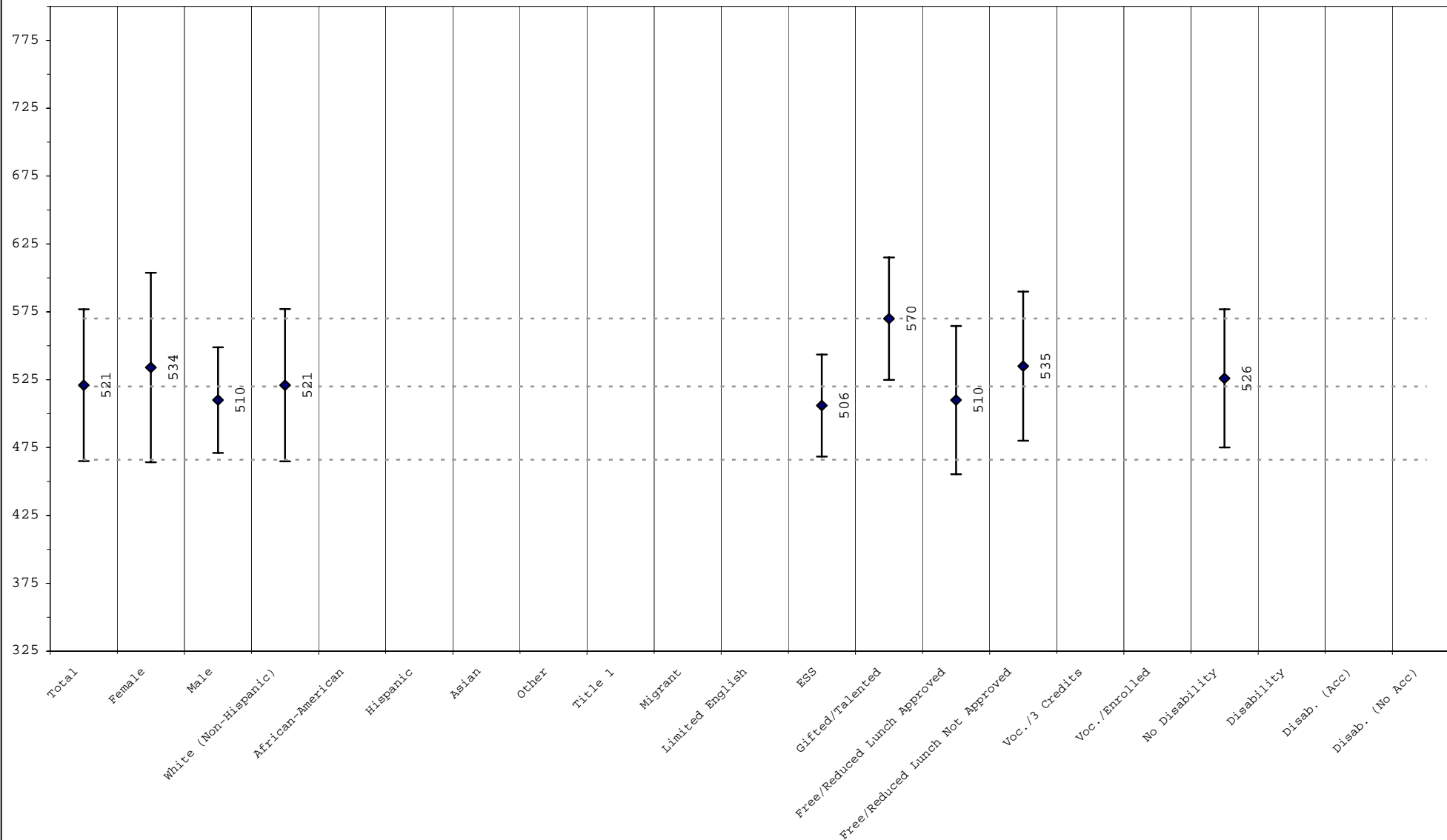


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/V5**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	119		521 ( 5.1)	746		499 ( 1.9)	3,135		494 ( 1.0)	46,957		503 ( 0.3)
Gender:												
Female	53	45%	534 ( 9.6)	354	47%	510 ( 2.8)	1,477	47%	504 ( 1.4)	22,893	49%	514 ( 0.4)
Male	66	55%	510 ( 4.8)	392	53%	489 ( 2.4)	1,656	53%	484 ( 1.3)	24,042	51%	493 ( 0.4)
Gap Female vs Male			24*			21*			20*			21*
Ethnicity												
White (Non-Hispanic)	118	99%	521 ( 5.2)	733	98%	499 ( 1.9)	3,084	98%	494 ( 1.0)	40,780	87%	506 ( 0.3)
African-American				1			14		495 (12.4)	4,723	10%	478 ( 0.8)
Hispanic				4	1%		8			453	1%	492 ( 2.6)
Asian				2			6			311	1%	531 ( 4.3)
Other	1	1%		5	1%		13		485 (15.7)	547	1%	499 ( 2.4)
Gap White vs African American									-1			28*
Gap White vs Hispanic												14*
Gap White vs Asian												-25*
Gap White vs Other									9			7*
Title I												
Participating Students				383	51%	498 ( 2.3)	2,671	85%	492 ( 1.0)	21,583	46%	495 ( 0.4)
Not Participating	119	100%	521 ( 5.1)	363	49%	501 ( 3.0)	464	15%	506 ( 2.7)	25,374	54%	510 ( 0.4)
Gap Participating vs Non-Participating						-3			-14*			-15*
Migrant Program												
Participating Students	1	1%		12	2%	481 (11.4)	34	1%	477 ( 6.6)	449	1%	480 ( 2.3)
Not Participating	118	99%	520 ( 5.2)	734	98%	499 ( 1.9)	3,101	99%	494 ( 1.0)	46,508	99%	503 ( 0.3)
Gap Participating vs Non-Participating						-18			-17*			-23*
Limited English Proficiency												
Participating Students							1			118		468 ( 5.5)
Not Participating	119	100%	521 ( 5.1)	746	100%	499 ( 1.9)	3,134	100%	494 ( 1.0)	46,839	100%	503 ( 0.3)
Gap Participating vs Non-Participating												-35*
Extended School Services												
Participating Students	39	33%	506 ( 6.0)	131	18%	496 ( 3.8)	621	20%	495 ( 2.0)	7,703	16%	493 ( 0.6)
Not Participating	80	67%	528 ( 6.9)	615	82%	500 ( 2.2)	2,514	80%	493 ( 1.1)	39,254	84%	505 ( 0.3)
Gap Participating vs Non-Participating			-22*			-4			2			-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/Vs**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	13	11%	570 (12.5)	57	8%	541 ( 5.2)	496	16%	535 ( 2.5)	8,093	17%	550 ( 0.7)
Not Participating	106	89%	514 ( 5.3)	689	92%	496 ( 1.9)	2,639	84%	486 ( 1.0)	38,864	83%	494 ( 0.3)
Gap Participating vs Non-Participating			56*			45*			49*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	69	58%	510 ( 6.6)	411	55%	492 ( 2.3)	2,027	65%	484 ( 1.1)	20,016	43%	484 ( 0.4)
Not Approved (includes not coded)	50	42%	535 ( 7.8)	335	45%	508 ( 3.1)	1,108	35%	511 ( 1.8)	26,941	57%	517 ( 0.4)
Gap Approved vs Not Approved			-25*			-16*			-27*			-33*
Disability Status												
Students without Disabilities (includes not coded)	112	94%	526 ( 4.8)	682	91%	505 ( 1.8)	2,789	89%	500 ( 1.0)	41,500	88%	510 ( 0.3)
Students with Disabilities	7	6%		64	9%	439 ( 6.2)	346	11%	441 ( 2.6)	5,457	12%	452 ( 0.7)
Tested with Accommodations	4	3%		44	6%	439 ( 7.0)	275	9%	441 ( 2.7)	3,701	8%	449 ( 0.8)
Tested without Accommodations	3	3%		20	3%	439 (12.8)	71	2%	439 ( 6.7)	1,756	4%	458 ( 1.3)
Gap With vs Without						-66*			-59*			-58*
Alternate Portfolio	2	2%		10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

School: Virgie Middle School  
 District: PIKE CO  
 Code: 491976  
 Grade: 06

**NRT Accountability Data by Year**

**Grade 6**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	99	0	0.0	24	24.2	38	38.4	25	25.3	12	12.1
2000	117	0	0.0	24	20.5	31	26.5	29	24.8	33	28.2
2001	129	0	0.0	31	24.0	39	30.2	30	23.3	29	22.5
2002	107	0	0.0	15	14.0	40	37.4	22	20.6	30	28.0
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

School: Virgie Middle School  
District: PIKE CO  
Code: 491976  
Grade: 06

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	107		53.4	57	51.6	53	53.2	56	53.2	56	14%	37%	21%	28%
Gender:														
Female	51	48%	55	59	52.5	55	53.8	57	54.4	58	14%	33%	27%	25%
Male	56	52%	52	54	50.8	52	52.7	55	52.1	54	14%	41%	14%	30%
(Not Coded)														
Ethnicity														
White (Non-Hispanic)	106	99%	53.9	57	51.9	54	53.5	57	53.6	57	13%	38%	21%	28%
African-American														
Hispanic														
Asian														
Other														
(Not Coded)	1	1%												
Served by Title I														
Served by Migrant Program														
Students with Limited English Proficiency														
Served by Extended School Services	35	33%	48.7	48	46.7	44	52.8	55	49.1	48	17%	43%	26%	14%
Served by Gifted and Talented Program	14	13%	74.4	88	75.7	89	75	88	80	92	7%	0%	14%	79%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	61	57%	49.9	50	46.5	43	48.9	48	48.6	47	13%	52%	18%	16%
Not Approved (includes not coded)	46	43%	58	65	58.3	65	59	67	59.3	67	15%	17%	24%	43%
Disability Status														
Students without Disabilities (includes not coded)	101	94%	54.6	59	52.7	55	54	58	54.4	58	11%	39%	22%	29%
Students with Disabilities	6	6%												
Tested with Accommodations	2	2%												
Tested without Accommodations	4	4%												

Alternate Portfolio

Number Exemptions: Medical LEP Other  
On-Demand 1

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.